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Romania: a non-interventionist family support policy?

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Abstract

The challenges of population decline in Europe have stimulated interest and debate about family support policies. Based on an overview of family support policies in several European countries, this paper aims to provide an assessment about which model best describes the current policy setup in Romania. Our starting point is the typology of family policies in Europe developed by Gauthier (1996), which includes four models of family policies: pro-natalist, pro-traditional, pro-egalitarian and non-interventionist. We then set out to compare the key features of the policies in place in several relevant European countries for each of these models. The methodology relies on secondary analysis of studies and national level policy documents and sources on family support policies. The comparative framework includes (1) the nature, objectives, and goals of the policies, (2) the content, i.e. benefits and services, (3) a review of the recent research findings on the impact of these policies. Regarding the content of family policies, we will focus on the main types of support: cash support for families (allowances, tax credits, and means-tested cash benefits), leave benefits for working parents (maternity and parental leave schemes), and childcare services for families (provision and subsidies). Since policy outcomes vary according to different social context, we also pay attention to social, political and demographical trends. In addition to the abovementioned points, the analysis of the Romanian family support policies takes into account the changes made in 2010-2011. Like many other European Union Member States, Romania opted for austerity as the policy response to the recession triggered by the crash of 2009. In terms of policy decisions, this translated in a reform of the social benefits system and of the labour laws, resulting in cuts to cash support schemes for families and reduced leave benefits for working parents. The paper argues that the overall outcome puts Romania in the non-interventionist model of family support policies.

Keywords: family support policies, Romania, Europe, population decline, fertility, cash transfers, leave benefits, childcare service

Introduction

With nearly all European countries experiencing a long-term decline in fertility, the interest for policies related to demographic changes is on the rise. Europe's demographic decline raises major economic, social, and political issues. Compared with a decade ago, these issues are visible at present and likely to be more so in the future. For the economy, an overall population decline and aging societies bring fundamental changes to the labour market, as well as a reduction of the potential for economic growth. With less people to pay taxes, the sustainability of public finances and social insurance systems, especially pensions and healthcare, is under question. Issues arising from immigration and emigration are reeling in politics and society at large. Against this backdrop, the European Union's (EU) 2020 agenda of smart, sustainable and inclusive growth faces a risk of going the way of its predecessor, the failed Lisbon Strategy.

This paper is intended to contribute to the emergence of a climate of informed debate in Romania on the relationship between social policy, especially family support policies, and demographic change. The main aim is to asses which model best describes the current policy setup in Romania. Based on an overview of the main models of family policies in Europe - pro-natalist, pro-traditional, pro-egalitarian and non-interventionist – the paper intends to provide a setting for the choices available to the Romanian policy makers in order to mitigate the effects of low fertility and population decline.

Method

The methodology relies on a secondary analysis of studies, policy documents and other sources regarding family support policies. We start from the main models of family policies in Europe out forward in the typology developed by Gauthier (1996). Alongside a brief overview of these models, covering their main features, attention is also paid to the social, demographical and political context. Another aim of the overview is to develop a comparative framework based on the key abovementioned elements with the following structure: (1) the nature, objectives, and goals of the policies, (2) the content: cash support, benefits for working parents, and child care services, (3) the outcome, via a brief review of recent research findings on the impact of these policies. In turn, each of the content elements features its own categories. Cash support for

families includes allowances, tax credits and means-tested benefits. Leave benefits for working parents comprise maternity and parental leave schemes. Childcare services for families consist both of in-kind provision and cash subsidies.

The second part of the paper looks into the Romanian family support policies through the abovementioned comparative framework. Since Romania, like many other European Union member states opted for austerity policies as a response to the Great Recession triggered by the crash of 2009, we consider sensible to look at the policy setting before and after the 2010-2011 cuts in social spending and overall austerian overhaul of policies.

Population policies versus family policies

The terms used to describe public policy aimed at influencing demographic change provide an interesting issue. The most common terms used are population policies and family policies. Of the two, the former is the first in terms of chronology. Its original scope included measures aimed to have an impact on the population structure, explicitly linked to indicators such as birth rate or fertility rate (Grant et al., 2004, p. 19). However, just referring to the indicators without the mechanism of change might seem vague, even devoid of content. While the policy goals refer to the population as a whole, the area of intervention is at the micro-level of family unit or the individual. For instance, a broader definition put forward by Livi-Bacci (1974, p. 192) describes population policy as "legislation, and measures of economic and social policy [that] influence the behaviour of the individual and contribute to modify the environment, considered in the broad sense of the word, in which decisions are formed and taken: among them the decision to marry, to have children, or to migrate either within or abroad."

In broad terms, family policy covers areas of government intervention regarding family well-being and measures aimed towards families with children (Aldous and Dumon, 1980). In practical terms, the distinction between population and family policies is blurred. Despite the stated general policy objective being different – population versus family – there is a source of overlap in that the crux of population policies regarding fertility entails changes in a family's perceptions and attitudes of the costs and benefits of having children (David, 1992). Perhaps the main difference comes from an ideological point of view. On the one hand, the matter of the government's intervention in decisions taken by individuals and families is debatable. This argument is compounded by the experience of the strict procreative policy of former Communist regimes in Central and Eastern Europe, particularly Romania and East Germany, encapsulated in the term pro-natalist policy. Therefore, it becomes more politically risky for a government to explicitly set as a primary policy objective a rise in births by encouraging families to have more children. It is in this context, that family policy, instead of population policy, could be perceived as a more neutral framing of a policy mix geared toward the same goal. Another viewpoint on the framing issue, is arguably in Kamerman and Kahn's (1978) observation that family policies could be explicit, implicit or not exist at all. An explicit policy is one that stems from a strategic policy document that states the goal and sums up all the measures intended to attain it. As a result, family or population policy tends to be implicit or lacking at all.

Typology of family support policies

A large difference in family policies across nations is to be expected. The existence of policy goals, level of state intervention and support vary from country to country. Based on a comparative analysis of 22 industrialised countries, Anne Gautheir (1996) put forward a typology of family support policies comprising four models: pro-natalist, pro-traditional, pro-traditional, pro-egalitarian, non-interventionist. This section will briefly explore the main trends of each of these models, before moving to assess which of them best describes the policy setup in Romania as of 2014.

The pro-natalist model features a situation of government concern with low fertility and a policy setup with an explicit goal in raising the birth or fertility rate with a broad range of measures. The main task is to encourage families to have children, which is to be achieved through decreasing the costs of raising children and changing, in the medium and long term, general attitudes towards the idea of having children. Decreasing the cost of child raising means high levels of cash support, both in terms of child allowance and tax credits for working parents. Strong legislation is in place for maternity and paternity leave. Child care facilities are provided and generous subsidies are in place for covering its cost in the family budget. France is the best example for this policy model. Having faced the issue of low birth rate from the 19th century, France engaged in the early 1990s on a renewed pronatalist policy. Close to the mid 2010s, the policy is a qualified success, with France enjoying one of the highest fertility rates in Europe and very close or around the replacement rate (2.1) (Thevenon, 2009). In terms of financing, this was possible public spending on family policy of around 4% of GDP (Heran, 2013). A political consensus around this policy ensured its endurance regardless of the ideological orientation of the government of the day. The current policy course was initiated by the conservative Gaullist government of Eduard Balladur in the early 1990s, and continued by all subsequent governments.

The pro-traditional model derives from a policy goal of maintaining the family. In this case, there is an implicit goal not linked with increasing fertility of the birth rate, but with a rather paternalistic of preserving the traditional family. In broad terms, while the state emphasis family support, families and voluntary organisations (community organisations, the church) are regarded as the most important sources of material support. The level of cash support tends to be medium at best, as well as the benefits for working parents. Maternity and parental leave is short, just 1 year. The provision of child care services is low, due to the traditional view of the mother as responsible of raising the children. Germany is the best example for this model. Its impact on the birth rate was negative, with Germany having one of the lowest birth rates in Europe and a rapidly aging society. Being a major debate issue in Germany, the government has recently taken some measures linked to raising the birth rate and away from the traditional model (Spiegel, 2011).

The pro-egalitarian model main goal is to achieve gender equality through an environment designed to help women balance employment and family life, while at the same time increasing the role of the father in child care. As a result, this model features medium levels of cash support, and high levels of benefits for working parents and especially child care services. Ideologically, it is highly influenced by the feminist movement, in the sense of achieving gender neutrality and a better work-life balance for women. Northern European countries associated with the Scandinavian social model and gender equality, such as Sweden and Denmark, provide good examples of the model (Chiu et al., 2008). In terms of effect on the birth rate, while lower than the pro-natalist model to around 1.7-1.9, it places the Northern European well above the European average, thus mitigating the long-term effects of population decline.

The non-interventionist model, as its name suggests, has no goal at all regarding the birth rate. Usually explicitly, its goal is to provide some support for families at risk of poverty and social exclusion. Therefore the level of support in terms cash transfers, benefits for working parents, including maternity and paternity leave and child care services is at a very low level. The participation of working mothers in the labour market is encouraged by limiting benefits. Poor families are provided only with selective, means-tested benefits. Businesses enjoy financial incentives for providing child care services. This model is strongly linked with a neo-liberal ideology, with its emphasis on the role of the market, individual and family self-sufficiency and belief against state intervention in society and individual life. Britain during the 18-year period of Conservative governments led by Margaret Thatcher and John Major in the 1980s and 1990s is the leading example for this model (Chiu et al., 2008).

Population trends in Romania

During the 20th century, Romania experienced all the phases of the demographic transition, from high birth rates and high mortality to the current situation of low birthrate and low mortality, and negative population growth (Zamfir, 1999). After the fall of Communism in 1989, the transition to capitalism sent the economy went into a freefall and increased poverty, which led to severe social pathologies (Zamfir, 2004, p. 51). In turn, this led to a massive decline of births and marked increase of mortality (see tables 1 and 2). This development is not unique in Romania. All former Communist countries experienced the same phenomena, caused by the "shock therapy" strategy for the transition to capitalism (Stuckler et al., 2009). A quarter of century since the 1989 Revolution, Romania's population declined by 16%, from 23.2 million down to 20 million, the main causes being emigration and the natural population decline. Regardless of the future emigration dynamic, current projections point to a total population of less than 15 million in 2050 (Ghețău, 2012p. 47-48). Obviously, this has massive economic and social consequences. The total fertility rate collapsed from around the replacement level in 1989-1990 to 1.3-1.4 for much of the past 20 years. Any discussion about a family or population policy in Romania needs to be set in this context.

Policy goals: the nature and objectives

Family policy in Romania has three main goals: (1) to enable a better work-life balance through increase access to child care services, (2) to provide support poor families through mainly through means tested benefits, and (3) to provide social care for abandoned children through the child protection system. All three are mentioned in the Government's investiture program. Policy documents outlining the government's strategy regarding poverty reduction, employment and child protection for 2014-2020 are either in place or in development. There is no implicit or explicit goal within family policy regarding the birth rate or fertility, despite the country's dire demographic trends. The term population policy is avoided altogether. Two main reasons could be considered. First, the backlash following almost 25 years of harsh pro-natalist policy enforced by the Communist regime. In the mid 2000s, Romanian social policy experts stressed this argument and the lack of financial resources during the transition (Mărginean, 2004, p. 212-218). A second reason has to do with low policy

development capability, the Labour Ministry being heavily dependent on outside policy content supplied by international institutions such as the World Bank and UNICEF or overly reliant on the recommendations of the European Commission.

Policy content: benefits and services

The policy content follows the abovementioned goals. The family support system was built around cash support. By far the main benefit was child allowance. After the 1989 Revolution, its value severely declined in real terms, from 10.5% of the average wage in 1989 to 2.4% in 2007 (Popescu, 2008, p. 247). In 2008, the child allowance for children up to 2 years old increased by more than eight times. In 2009, child allowance for children from 2 to 18 doubled. This kept the latter below 3% of the monthly gross wage, but increased the former to 10.5%, virtually the same level as 25 years before. Besides child allowance, other means tested allowances, such as for the single parent family were introduced in the 2000s. In addition, the income tax system provides a tax credit for children. However, these measures amount to around 20 euros per month each (Stănescu et al., 2012).

The main benefits for working parents are maternity or parental leave and a labour code provision guaranteeing the parent's job for up to 6 months after returning from leave. The rules leave changed during the 2000s from a quota (85%) of the average monthly wage for the previous year of the parent taking leave, usually the mother, to a quota (85%) of the national average wage to a fixed sum set by the government around a quota (75%) of the national average wage (Popescu, 2008, p. 250). The reason for these changes lie with the fact that women were paid less than the national wage and on and off budgetary constraints. In 2008, an significant change occurred. Once more, the benefit was set at 85% of the previous wage, but with a low and high mark. The duration of parental leave was 2 years, with another year available for children with disabilities. The lower mark was marginally higher than the minimum wage. In 2010, austerity policies imposed cuts on the parental leave benefit. For the first year, the benefit was cut to 75% of the previous wage, while also reducing the maximum level. For the second year it was further cut to a maximum of around 60% of the gross national average wage (Stănescu et al., 2012). In terms of public financing, the value of all cash and benefits for working parents amount to around 1% of GDP, with child allowance and parental leave benefit covering close to 90% (Popescu, 2008, p. 246).

Child care services went into decline in the 1990s, as nurseries and kindergartens no longer received financial support from state owned enterprises or public financing. A severe and quick reduction in births in that period further added pressure for the closing of many units. As a result, there was a crisis in kindergarten beds in the 2000s, with the mild recovery of births in the latter part of the decade. The provision of child care services, either in kind in nurseries or subsidized is a major problem in Romania. On the other hand, the authorities have put in place a system of sanctioned vouchers for child care services provided or supported by businesses.

Policy outcome: impact during boom and austerity

The birth rate and fertility indicators did show a mild recovery during the boom years of the late 2000s. On the one hand, this was made possible by a change of policy with the substantial increase of existing benefits, mainly child allowance and paternal leave, and the introduction of new universal benefits. This allowed the fertility rate to recover form 1.3 to 1.6 and the birth rate to remain steady around 10.4 per 1, 000 inhabitants, despite ever reducing fertile cohorts and emigration. In addition to social policy, the economic boom obviously acted as indirect policy reinforcing these trends. The austerity response to the economic crisis involved massive cuts to cash support, a reduction of the real and even nominal value of benefits and a turn towards means-testing. Coupled with a recession during 2009-2010, the result was a fall in the birth rate and the fertility rate back to the lowest levels during the past quarter century. From an ideological standpoint, it is closer to neoliberalism, with its emphasis on individual and family self-sufficiency and belief against state intervention in society and individual life, except for minimal support.

Discussion

This aim of this paper was to identify which model best describes family policy in Romania. Using secondary analysis of studies and policy documents, a comparative framework was developed comprising three categories: (1) the nature, objectives, and goals of the policies, (2) the content: cash support, benefits for working parents, and child care services, (3) the outcome, via a brief review of recent research findings on the impact of these policies. Our particular area of concern

was family policy with an explicit or implicit goal in raising the birth or fertility rate with a broad range of measures. Population policy is another term used for this kind of policy, although it is less widely used.

Out of the four models – pro-natalist, pro-traditional, pro-egalitarian and non-interventionist –we argue Romania is in the non-interventionist category. First, this comes from a non-existent family policy linked to an objective of raising the birth rate or the fertility rate. Indeed, family policy in Romania is mainly concerned with other objectives, such as work-life balance, support for poor families and social care for abandoned children. Secondly, although a system of cash support and benefits for working parents is in place, it not in a position to change in the perceptions and attitudes of the costs and benefits of having children due to the low level of the benefits. Moreover, the recent austerity policy drive delivered cuts in these benefits and more means testing. Last but not least, support for child care services is low. Availability and access to child care is very low for nurseries and still problematic for kindergarten. The overall approach of government could be summed up as non-interventionist. The enforced pro-natalist policy of the previous regime and low policy development capabilities compound a lack of response to the great challenges stemming from population decline and an aging society. In this context, this paper intended to contribute to the emergence of a climate of informed debate in Romania on the relationship between social policy, especially the link between family support policies and demographic change. A secondary objective was to provide a setting for the choices available to the Romanian policy makers from other models of family policies.

Acknowledgement

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Tables

Table 1. Total fertility rate in Romania 1989-2012

1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
2, 2	1, 8	1, 6	1, 5	1, 4	1, 4	1, 3	1, 3	1, 3	1, 3	1, 3	1, 3
2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1, 2	1, 3	1, 3	1, 3	1, 4	1, 4	1, 4	1, 6	1, 6	1, 6	1, 5	1, 3

Source: Romanian Statistical Yearbook 2013

Table 2. Birth rate, crude (per 1, 000 people) in Romania 1989-2012

1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
16	13, 6	11, 9	11, 4	11	10, 9	10, 4	10, 2	10, 5	10, 5	10, 4	10, 5
2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
9, 8	9, 7	9, 8	10, 1	10, 4	10, 4	10, 3	10, 8	10, 9	10, 5	9, 7	9, 0

Source: Romanian Statistical Yearbook 2013

Cultural Teaching through Foreign Language - An Introduction

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Abstract

It is a fact that any language is formed and developed through years accumulating cultural elements of where it is spoken. The general tendency of many scientists is to suggest including as many cultural elements as possible through foreign language teaching (FLT) (Byram, M. Morgan et al., 1994: 5). One aspect of culture associated FLT which has not been deeply concerned with research is the fact that the introduction of elements of a new culture related to the foreign language taught may have some contradictions with the actual culture of learners. Although such contradictions may be faced and can be eliminated at a higher age, for example by the learners of year 12 education, it will not be a surprise to encounter some students at the K-6 level having difficulty analysing the difference between their own culture and the new culture introduced, and as a result develop a negative attitude towards learning that particular foreign language. According to Lazar Vlăsceanu (2001) everywhere in the world, the gaps between cultural, economical and social development are present under the form of paradoxes and obvious contrasts. When travelling across Europe from West to East or vice versa, one can easily remark the differences (which are still great) among the developed countries of the European Union and the countries which are in the course of transition, aspiring to European integration. Countries from the latter category realised they must strive to fill in this gap and they do it from various perspectives, among which the cultural factor plays an essential part. Adapting to new cultural, social and economical requirements demands a good knowledge of the European cultural phenomenon, and the most powerful means of learning a new culture is with the help of foreign language teaching, as part of the educational system.

Keywords. Culture, teaching, education, language, learner, K-6

What is culture?

It is difficult to give an exact definition of culture. In many languages it is one of the most complicated terms to be defined. To have an idea it may be convenient here to state Byram's (1989) definition of culture. He defines culture as:

'the whole way of life of the foreign country, including but not limited to its production in the arts, philosophy and "high culture" in general'.

According to Robinson and Nocon (1996) for some traditional methodologies, culture is viewed as an automatic outcome of all language instruction. For others, culture is defined cognitively as facts to be learned and stored.

They also state the fact that Robinson (1991, 1993), views culture as a process, that is, as a way of perceiving, interpreting, feeling, being in the world, wanting to smile, wanting to scream, loving, hating, and relating to where one is and who one meets.

This approach sees culture as a procedure of existence in the world, a component inevitable for daily life.

 Scholars have classified culture from different points of view, parting it into open culture and hidden culture, or dividing it into different typologies, such as native and foreign culture.

Cultural anthropology also deals with finding definitions for culture. These definitions can be used not only theoretically, but also methodologically due to the fact that they are different from each other and suppose different methodologies (because they are formed of different bodies of data). One definition that cultural anthropology came up with is that culture can be defined as a shared belief, way of life, value system, language and the way of communication in a particular group or country.

Culture can be understood by using another common method; defining it by its components. The components are made up of values -ideas about important things in life, norms- human behaviour in different situations and of pieces of the material culture. All existing cultures dispose of their own methods by which they impose their norms. These methods are called sanctions, which differ according to the significance of the norm. Laws are the most important norms, which are brought into official form. Eventually, pieces of the material culture originate from cultural values and from behaviours.

Starting with the end of the 20th century cultural studies were initiated. This took place due to the reintegration of Marxist notions in the sociological field and because of defining sociological theory in the literature so as to focus better on the analysis of the subcultures of capitalist nations.

Explicit culture

Explicit culture, generally deals with the visible elements which are directly introduced.

Implicit culture

Blanzieri and his colleagues (2003) define implicit culture as the relation between a set and a group of agents such that the elements of the set behave according to the culture of the group. To better explain the theory, they argued: the agent behaves as any member of that very group would do, without extra-effort or direct contact, feeling oneself perfectly included in that group by adopting and expressing oneself as the target group does. Cultural introduction is performed indirectly in a passive way. The subjects mostly are not aware of the fact that they are being exposed to learn some new or foreign cultural components. This type of cultural introduction is common in foreign language teaching and it is where teachers of foreign languages should be sensitive. During intercultural communication hidden culture plays a vital role.

As Foyer (1984) states: "There is a subjacent level of culture, hidden, and very structured, grouped implicitly, not written as behavioural rules, which controls all that we do. This hidden cultural grammar determines the way the individuals receive their environment, and establish basic rhythms of their life. This is an unknown situation to us and we are mostly, or only superficially aware of this process."

Native culture

The genetic grounds and genealogical factors, which may be of a higher or lower level, on which further education and patterns of culture are inseminated. This type of culture can be shortly defined as one's own culture. It is the culture where one's mother tongue is spoken. More generally it is the culture of a society or nation to which an individual belongs.

Foreign culture

Foreign culture can be defined as the culture which belongs to another society having different and strange values than the ones an individual has. *This type culture is the main concern of this study.*

Teaching and Learning culture in recent history

When studying the history of humankind, one can easily detect that major economical empires such as Rome (in Ancient history), England and France (Renaissance and modern history), and Germany and Russia (contemporary history), exported their culture and imposed the use of their language to the inhabited or colonized countries. The study of the occupants' language and the integration into their culture, traditions and life style guaranteed the natives' social and economic growth.

The English language has served the political, cultural and economic interest of the colonial powers, like Great Britain and the United States. This happened at the expense of local and national progress in third world countries, even if English was far from being a neutral medium permitting international communication and access to the technology and educational system of the developed countries. The same thing happened with the French colonies in the African territory.

More recently, the Communist domination of Russia over the Turkic countries imposed the Russian language and culture as part of the educational system. The effects of the Russian culture on Post Communist-Turkic Countries still continue. *Even presently, speaking the Russian language is regarded as a sign of prestige and a privilege in these societies.*

The purpose of cultural learning through a foreign language

Kramsch (1993) argues the necessity of language education in cultural context. Hammerly (1986) categorizes culture into parts; "achievement culture, informational culture and behavioural culture". While categorizing culture we should always keep in mind the parts in which it is split and their inherent connection to each other. The components of culture are inexplicably linked as symbolising, balancing each other, and finally indicating a combined unit of values, ideas and practices which differentiate the people of one cultural community from another. This characteristic of culture has led to a series of questions such as the type of components of culture which should be emphasized in a foreign language teaching environment. The argument of Hammerly's behavioural culture in his book "Synthesis in Language teaching" has been considered among such components.

The goal of teaching and learning behavioural culture should be questioned concerning the issue of teaching students the behavioural patterns of the people in a target culture so that they will behave appropriately when interacting with them. Students may be taught the cultural pattern of the members of other cultures but they should be aware of the fact that those patterns belong to "others" not to "them". So they should not be given the tendency towards behaving the same as the cultural patterns they are being taught.

 At early ages it is not possible for learners to differentiate foreign components of behavioural culture. The learners are ready to imitate cultural elements which they are exposed to by the learning environment without questioning or filtering them. At higher ages that risk is lower.

The shared behaviours in a given culture are motivated by common values, traditions, historical and national values, family values and religious values. Why do foreign language students, especially at lower ages, K6 educational level in our case, share such values through foreign language education? Do the foreign language teachers really want the students to share values which do not actually belong to them? Have the foreign language teachers really analysed what they actually do by introducing foreign cultural components to their young students?

Seelye (1974), suggests some strategies foreign language teachers may apply when teaching speakers of other languages. According to his proposals "culture must be taught systematically in addition to purely linguistic concerns". To him this is very important since many teachers, besieged by a flood of literature in culture and the teaching of culture, may forget their duty of language teaching or may teach culture apart from classroom activities. He continues discussing further by stating "language classes (must include) the cultural annotations of linguistic units as part of the course content."

Hall (1959) relates culture to foreign language teaching by stating "communication is culture and culture is communication". Behavioural culture is found by foreign language pedagogues to be a fundamental part of human communications.

How is culture acquired through foreign language learning?

Foreign Language teaching is regarded as the best way to teach one's culture. In fact it is hard to find another course in which the culture of a society or nation is introduced as directly as in a FL course. Although it is true that through history and geography lessons some components of other cultures are introduced, this introduction in terms of the volume of foreign cultural contexts is not as much as in the case of a foreign language course. FL courses, therefore, can be regarded also as cultural introduction courses.

As discussed earlier, foreign language teaching materials contain cultural elements. Such elements are introduced to foreign language learners along with the teaching and learning process. The way these elements are presented is

determined by the foreign language teacher in this process. If the foreign language teacher presents the foreign cultural elements in a positive manner the foreign language learners develop a positive attitude towards them and vice versa.

Generally, in today's schools, the way of presentation of such elements by the teacher is supported by various materials: special books, audio-visual materials, etc. Presently teachers do not criticize any cultural component provided by the foreign language materials. They have a general tendency of teaching the content of the materials as they are provided by the Educational Department.

The foreign language teacher's character traits play a vital role in the students' acquisition of culture. Such characteristics include artistic, professional and behavioural skills, and the way the foreign language teacher makes himself/herself and his/her class pleasant to students. In case such skills are positive the foreign language teacher presents the language course efficiently, attracting students' attention to the topics discussed and as a result to the cultural components along with the subjects in the learning environment. In the case of having a native speaker teacher for a given foreign language, the way of presenting the cultural components along with the teaching process utilised by the teacher, the result is expected to be mostly in favour of the nation where the language and the teacher are originated.

Complications of Cultural Teaching

The introduction of foreign cultural components may cause complications during instruction in a foreign language course. FL learners may find some foreign cultural elements contradictory with their own cultural values. In order to have a genuine idea of the foreign language and culture, students should be trained to recognize and to interpret the geographical surroundings, historical events, and artistic and scientific achievements in the target culture. Below, some of the cases where such complications occur are discussed briefly.

The way people interact

While a way of interaction among people is considered as normal in one culture, it may be regarded differently in another. The dialogues in FLT material may carry elements causing such cultural contradiction towards the student's cultural values.

Taking into account a case where students respect their elders and call them with titles accordingly, and encounter in their FLT textbook a dialogue in which a child calls his father by his name gives us an example of the above fact. In such cases the complication may occur with the parents when a K-6 pupil applies the same behaviour at home.

The way objects are valued

Virtuous, highly respectful values and behaviours in one culture may be seen as simple and avoidable in another culture. The attitude towards one's national flag can be considered as an example. Some cultures may allow individuals to treat it casually, not seeing any problem with using its image on daily life objects. In this case a contradiction may arise when the students' culture associates high virtues to the national flag and obliges respect even to the material of which it is made. The difference in this case stems not from different values – both cultures respect their flags – but from the protocol (rooted maybe in ancient customs) related to the same value.

Complications rooted in the different perceptions of sane behaviour

Some dialogues in FLT materials may contain contradictory elements to the cultural values of students. The part of a dialogue in a FLT material where person A offering a glass of whisky to person B may be regarded as a case of conflict to the those who have been taught that alcohol is harmful to health. In that case students may question the case as to whether offering something dangerous is considered as normal among adults or elders.

An image including a person smoking a cigarette in FLT material may cause a cultural conflict for students taught by the family or by teachers of other subjects.

Elements having a psychological effect on students

The values or objects introduced in the FLT material such as foodstuff, clothes, wealth, means, and lifestyle may stimulate a psychological sense of learning in group members resulting in a negative attitude. This case should be considered in preparing FLT materials especially in underdeveloped countries.

Terms used by instructors or teachers

Some words may have inconvenient meanings in the language or culture of students. FLT instructors should be aware of such terms during everyday communication with students.

In this case teachers should be prudent about the side-effect or residual cultural meanings of the terms they use. They should also be warned by the administration prior to the school term.

Complications due to elements of belief

There may be cases where FLT materials contain phrases or images contradictory to students' beliefs. Students may encounter an image of people worshipping in a different manner than their own; a situation that might not be analysed correctly at lower ages of K-6 and may cause conflict with religious values. A song or a phrase in FLT material may contain religiously conflicting elements as well.

In such cases the instructors should make the analysis and offer sufficient explanations to the students. If the instructors fail to do so, the families may manage the situation.

Criticising or insulting elements

In this case an image or a phrase in FLT material may carry insulting figures against the values of the students' culture. A material in which a caricaturized image representing people with their traditional outfit -being treated in an insulting mode- can be an example.

Cultural resistance

FL learners develop various attitudes when unfamiliar foreign cultural elements are introduced contradictory to their own cultural values. In such a case the students may develop a defence mechanism as stated in Bennett's first stage, to protect their own culture. One of the results can be the possibility that they develop a negative attitude towards learning those values, and consequently, to that specific foreign language where such elements are introduced.

Such an attitude happens in steps. First subjects (FL learners) observe the introduction and try to accept and adapt the new values. Once they find that the elements carry contradictory values, they start resisting and refusing them. Some learners develop regression while others put themselves in isolation. Surely, there may be some learners who find themselves in adaptation adjusting to the values introduced to their own.

Coping with culture contradiction

It can be proposed that the accumulated cultural elements are subject to being maintained as key values by a child through early ages. Another way of saying that such a child can be considered as "culturally resistant".

This proposal can be related to the ethnocentric stages of Bennett's developmental model of intercultural sensitivity (DMIS), where one's culture is experienced as central to reality; Denial, Defence and Minimization. (Bennett, M. J. 1986-1993). According to Bennett the first stage consists of disregard, lack of sympathy, or unawareness regarding cultural differences. It is characterized by raw comments about others who are not culturally alike and apparent statements of tolerance. Learners in the Denial stage have generally grown up in ethnically consistent environments and have had limited contact with people outside their own culture group.

As for the second stage which is defence against difference, it is formed by the identification and negative assessment of newly introduced foreign cultural elements. Learners at the Defence level may feel threatened by dissimilarity and react by defending their own cultural values. At this stage it is common to encounter learners having a dualistic approach of negative stereotyping as "us, ours, we" and ''them, theirs, they''.

Learners may develop feeling of superiority at this stage, exaggerating positive aspects of their own cultural values as compared to all others, interpreting any criticism of their culture as an attack. They not only evaluate other cultures as inferior, developing denigration, but also use impertinent terms to express the values of other groups. Another significant reaction of learners through the newly introduced cultural elements may be to develop a reversal case in which they see elements of the other culture as superior and feel estranged from their own cultural values.

According to Greenholtz (1998) the other four stages of DMIS can be summarized as follows.

Minimization: One's own cultural values are seen as universal, with apparent cultural differences explained as cosmetic, surface variations.

Acceptance: Other cultures are accepted as complex, valid, alternative representations of reality.

Adaptation: One becomes sufficiently comfortable with cultural difference to adopt and shift in and out of alternative viewpoints.

Integration: One's experience of self expands to include the worldview of other cultures.

Considering Bennett's approach of intercultural sensitivity there are risks of either denying a newly introduced cultural element (first stage) or being integrated with it (stage 6) even for an adult.

Having this fact in mind it is appropriate to underline the possibility of some risks for K-6 education level learners having no ability to distinguish values as they are not aware of the cultural associations attached to the foreign language being taught.

Maintaining native culture

As stated earlier native culture can be defined as one's own culture. It is the culture where one's mother tongue is spoken. More generally, it is the culture of a society or nation to which an individual belongs.

Conservation of native culture depends on many factors such as *development level of the country, family bindings, native education level and traditional bonds.*

Families having a strong sense of the value of maintaining heritage cultures within a family context play a vital role in maintaining native culture of the generation. This result in societies having a strong sense of the value of maintaining heritage cultures within a community context.

Cultural components that can be overcome to an extent

The native values which are not strongly formed are exposed to change in an atmosphere of foreign cultural introduction. Developments in technology introduce new values almost every day and learners find no harm in applying them rapidly in their daily life. Along with new technologies, there is a new life style which affects learners, from eating habits to the style of dress in any society.

Cultural components that cannot be overcome

There are very strongly formed values which are almost impossible to be impacted upon by any means of cultural introduction.

Religious values.

Religious values can be considered as the most durable of cultural elements as they are formed at early ages. It is obvious to state that such values can be influenced by some elements introduced in a foreign language learning environment but cannot be overcome. A negative approach to a child's religious values in a text book can be an example of this situation. Conflict arises when the child compares the situation with his/her own values. These may be some possible questions;
-    Why is something I believe in so much demonstrated here negatively?
-    Is what I believe not correct?
-    What does my teacher think about it?
-    What will my parents think and say about it?
     The first reaction of the child to these questions will be defensive. Some possible statements include;

-    I should protect my beliefs
-    What my parents taught me is correct
-    There is something wrong with the image, but I cannot prove it
-    They made a mistake
-    What I believe may be wrong but I should still believe because my parents are telling me.
-    There may be something wrong with what I believe but I believe there is an explanation to that which I don't know for the moment. I will learn it better (being more attached to own values resulting from defence)
-    No capital change in belief is expected through such negative cultural transfers as the values are very strong.

Strong national values.

Like religious values, strong national values are also difficult to overcome. On the basis of the cultural formation of national values at early ages, a child will defend his/her own values in the case of a conflict situation introduced by the foreign language learning environment. Therefore, it is hardly possible to speak about changes by means of cultural exposure to values such as names, strong traditional values and regularly applied customs.

Nations should get ready for "Foreign Cultural Formation" through foreign language teaching

It is certain and indisputable that people should accept cultural differences and find a way of living together in an already globalised world. But in order to assure this acceptance as smoothly as possible, artificial, useless psychological conflicts among the students should be avoided.

As stated above the knowledge of elements belonging to other cultures have lower risks at higher ages. But what has been discussed so far was to underline the fact that at early ages where students have no means of defending their own cultural

values and criticizing any new ideas, they should not be exposed to the elements of cultural values introduced to them by any foreign language teaching unless they are being prepared properly.

Along with foreign languages, the young should be taught intensively the native language and the national values.

The content of the foreign language teaching environment plays a vital role in the foreign cultural formation of students. In the next chapter a set of English Language teaching materials is analysed in terms of its cultural context some of which have been discussed so far.

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Occurrence and Causes of Obesity in Albanian Young People

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Abstract

Obesity is an abnormal accumulation of body fat, usually 20% or more over an individual's ideal body weight. More recent guidelines for obesity use a measurement called BMI (body mass index). BMI of 25.9-29 is considered overweight; BMI over 30 is considered obese. Measurements and comparisons of waist and hip circumference can also provide some information regarding risk factors associated with weight. The higher the ratio, the greater the chance for weight - associated complications. The amount of fat in a person's diet may have a greater impact on weight than the number of calories it contains. Obesity can also be a side effect of certain disorders and conditions, including: Cushing's syndrome, hypothyroidism, neurologic disturbances, such as damage to the hypothalamus, a structure that helps regulate appetite, consumption of such drugs as steroids, antipsychotic medications or antidepressants. The aim of this study was to understand the actual situations of weight in young people between the ages of eighteen and twenty-three and also to explain the reasons of weight gain in cases of obesity and overweight. In this study, the methodology applied was that of gathering information through a questionnaire. It was randomly distributed to a number of 200 students, 80 males and 120 females, from Korça and Tirana Universities. The participants ranged as it follows: 18 years old - 12%, 19 years old - 18%; 20 years old - 20,5%; 21 years old - 18%; 22 years old - 13% and 23 years old - 18,5%. The subjects were also questioned about their life – style as it is considered as one of the important factors on rating the body weight. According to the results, it was found that only 1,5% of the respondents were obese; 13,5% were overweight, 73% had a normal weight and 12% were underweight. None of them declared to suffer from any diseases and a total of 77% indicated to live a moderate lifestyle.

Keywords: obesity, BMI, risk factor.

Introduction

More recent guidelines for obesity use a measurement called BMI. BMI of 25.9-29 is considered overweight; BMI over 30 is considered obese. Measurements and comparisons of waist and hip circumference can also provide some information regarding risk factors associated with weight. The higher the ratio, the greater the chance is for weight-associated complications. (Dale KS, McAuley KA, Taylor RW, Williams SM, Farmer VL, Hansen P, et al. 2009)

Obesity also increases the risk of developing a number of chronic diseases, including the following: Insulin resistance, Type 2 diabetes, High blood pressure, High cholesterol levels.

The mechanism for excessive weight gain is clear - more calories are consumed than the body burns, and the excess calories are stored as fat tissue. However, the exact cause is not as clear and likely arises from a complex combination of factors. Genetic factors significantly influence on how the body regulates the appetite and the rate at which it turns food into energy. Eating habits and patterns of physical activity also play a significant role in the amount of weight a person gains. Carbohydrates like cereals, bread, fruits, vegetables and protein are converted to fuel almost as soon as they are consumed. Most fat calories are immediately stored in fat cells, which add to the body's weight. (Jensen MD. 2011).

Obesity can also be a side effect of certain disorders and conditions, including: Cushing's syndrome, a disorder involving the excessive release of the hormone cortisol, hypothyroidism, neurologic disturbances, such as damage to the hypothalamus, a structure located deep within the brain that helps regulate appetite, consumption of such drugs as steroids, antipsychotic medications, or antidepressants.

Diagnosis of obesity is made possible by observation and by comparing the patient's weight to ideal weight charts. (Schauer PR, Kashyap SR, Wolski K, 2012). Many doctors and obesity researchers refer to the body mass index (BMI),

which uses a height-weight relationship to calculate an individual's ideal weight and personal risk of developing obesity-related health problems.

Methods

In order to understand the actual situation according to body weight, a questionnaire was compiled and randomly distributed to a number of 200 students, 80 males and 120 females, from Korça and Tirana Universities.

The participants ranged as it follows: 18 years old - 12%, 19 years old - 18%; 20 years old - 20,5%; 21 years old - 18%; 22 years old - 13% and 23 years old - 18,5%. The participants' age range is represented in the following chart: (Chart 1)

The participant's age range

18   19   20

21   22   23
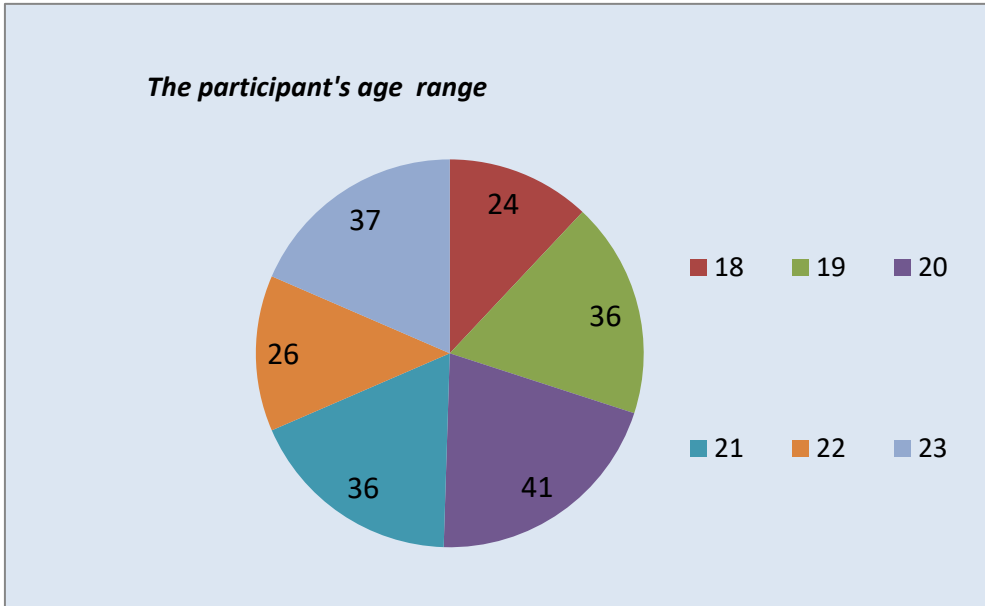
Chart 1

The BMI is a statistical measurement derived from our height and weight. Although it is considered to be a useful way to estimate healthy body weight, it does not measure the percentage of body fat. (Seagle HM, Strain GW, Makris A, Reeves RS, 2009). The BMI measurement can sometimes be misleading - a muscleman may have a high BMI but much less fat than an unfit person whose BMI is lower. However, in general, the BMI measurement can be a useful indicator for the 'average person'.
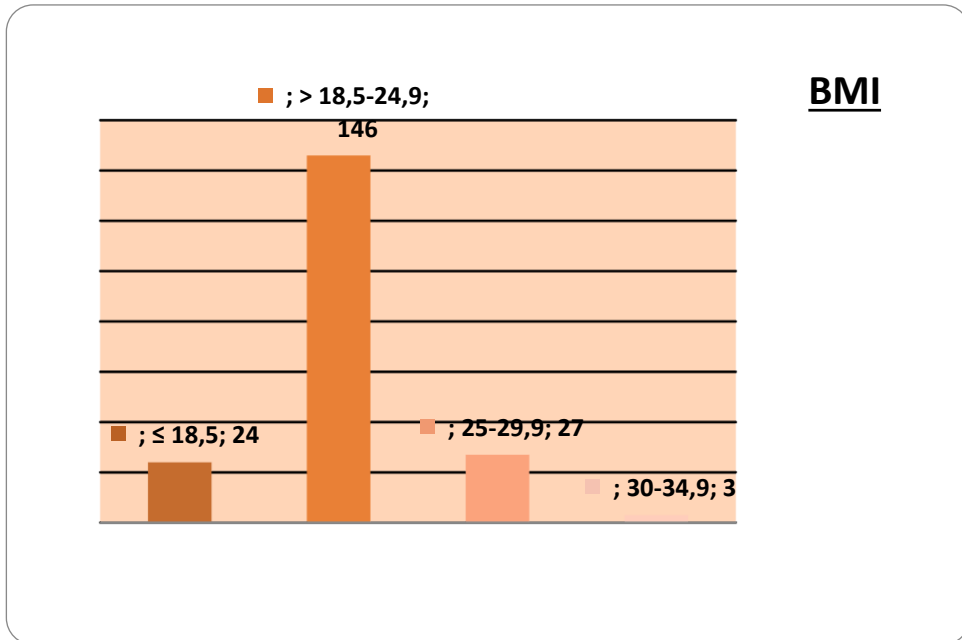
Graphic 1

Procedure

The method of measuring the BMI helped me to observe and study the obesity of 200 students. The analysis of the collected data led to these results: the value of BMI for 12% of the surveyed was lower or equal to 18,5; 73% of them resulted to have a BMI varying from 18,5 to 24,9; 13,5% of the students appeared to have 25 to 29, 9 BMI value and only 1.5% of them resulted to have a value of 30 to 34,9 BMI.

Thus, about 140 subjects resulted to have normal BMI value and only 3 individuals were found to be obese. (Graphic 1).

In this study the students were also asked about other reasons for consuming food despite being hungry, and it was noticed that 15 out of 200 students consumed food only when they were upset, 23 of them when being stressed, 35 students because of fatigue, 36 of them were for all the reasons above and 91 of them consumed just for being hungry.

These results are presented in the following chart: (Chart 2)

Reasons for food consuming

- Being upset
- Stress
- Fatigue
- All of them
- None of them
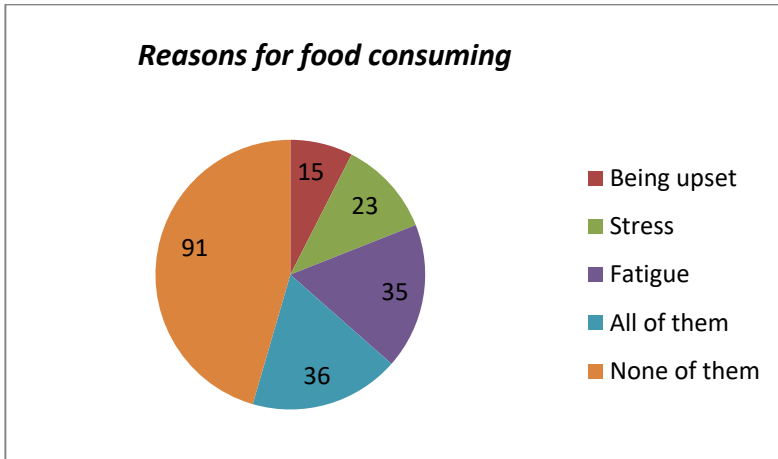
Chart 2

Obesity and eating frequency

Eating frequency has become a fundamental component of most weight loss diets. Many of the current dietary plans have replaced the historical dietary recommendation to eat 3 large meals/d with a more frequent eating strategy that includes consuming smaller amounts of food every 2–3 h, 4–6 times/d. Increased eating frequency has been postulated to increase metabolism, reduce hunger and food cravings, improve glucose and insulin control and reduce body weight and body fat storage, making it an enticing dietary strategy for weight loss and/or the maintenance of a healthy body weight (Wadden TA, Volger S, Sarwer DB, 2011).

Graphic 2 presents the results about students eating frequency. From the data collected, it was concluded that 12 students consumed food every 2 hours; 79 out of 200 students consumed food every 4 hours and 109 students ate food every 6 hours. So, only a very small number of them ate more than 4 or 5 meals a day and 54,5% of students consumed no more than 3 meals a day. (Graphic 2).

Eating frequency
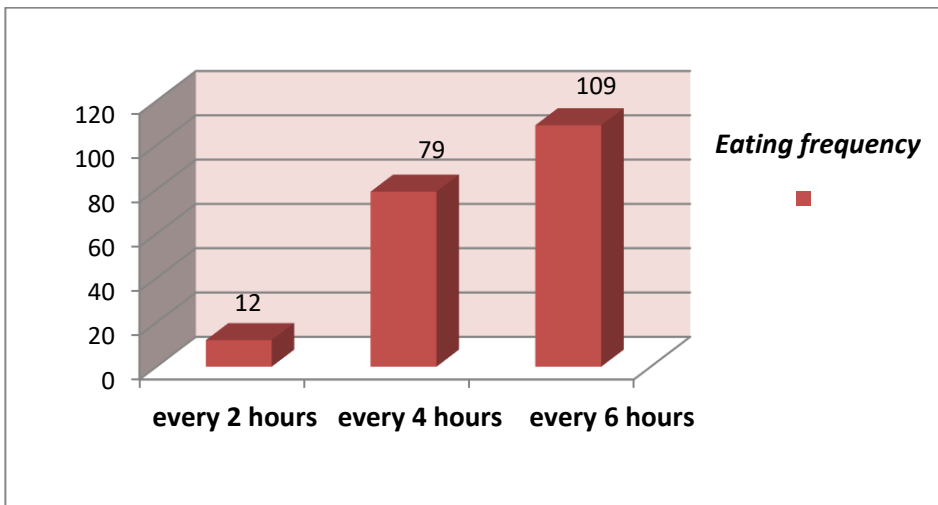
Graphic 2

Eating breakfast and its role in obesity is another point analyzed in this study. It is one of the most effective ways to stimulate our metabolism, have more energy, or lose weight. (Schurgin, S., and R. D.Siegel. 2003). Everyone should strive for an increased metabolism, which can be achieved through exercise and eating regularly (Aronne, L. J., and K. R. Segal. 2003). All the latest diets encourage 3 small meals a days with snacks in between to prevent cravings and binge eating (Bell, S. J., and G. K. Goodrick 2002).

The collected data indicated that 64 out of 200 surveyed subjects always consumed breakfast; 104 of them had breakfast sometimes and only 32 students never consumed breakfast. (Graphic3)
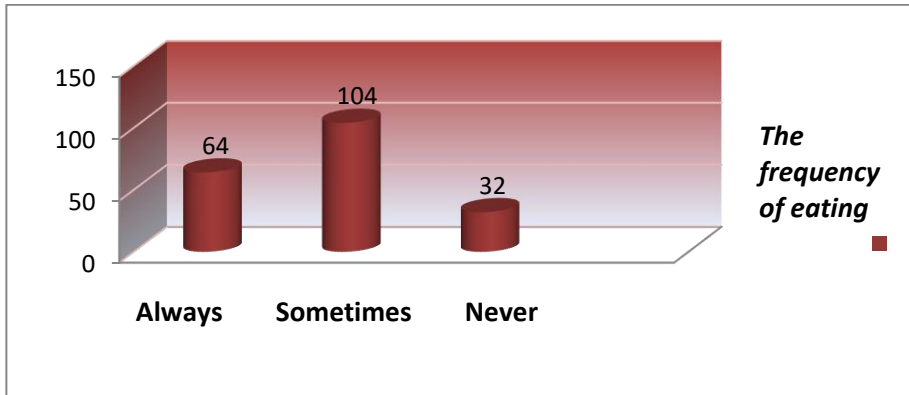
Graphic 3

The study also analyzed the latest time of the day for the last meal consumption and it was shown that for 65 (32,5%) of the students the 21.00 o'clock was dinner consumption time and only 12 students consumed their dinner at 18 .00 o'clock. The detailed figures about the distribution of the consumption meals time are presented in graphic 4.
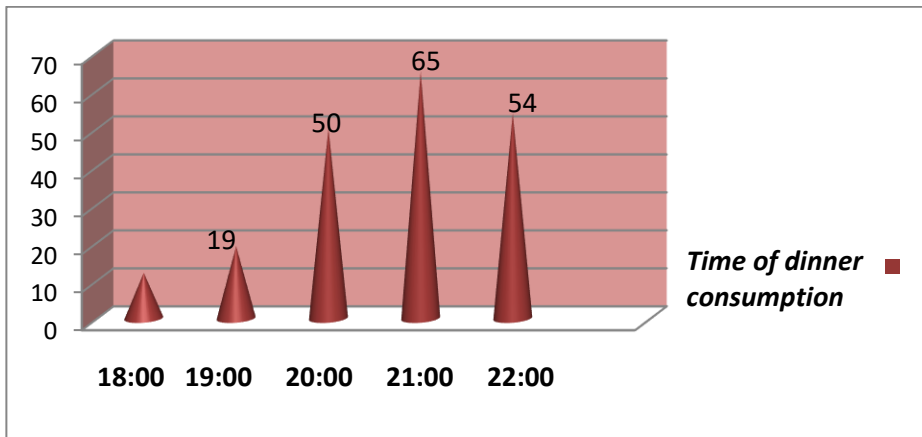
Graphic 4

With the arrival of televisions, computers, video games, remote controls, washing machines, dish washers and other modern convenience devices, the majority of people are leading a much more sedentary lifestyle compared to their parents and grandparents (Shekelle, P. G., M. L. Hardy, S. C. Morton, 2003). The less you move around, the fewer

calories you burn. However, this is not only a question of calories. (Brudnak, M. A. 2002). Physical activity has an effect on how your hormones work, and hormones have an effect on how your body deals with food. (Colquitt, J., A. Clegg, M. Sidhu, and P. Royle, 2003).
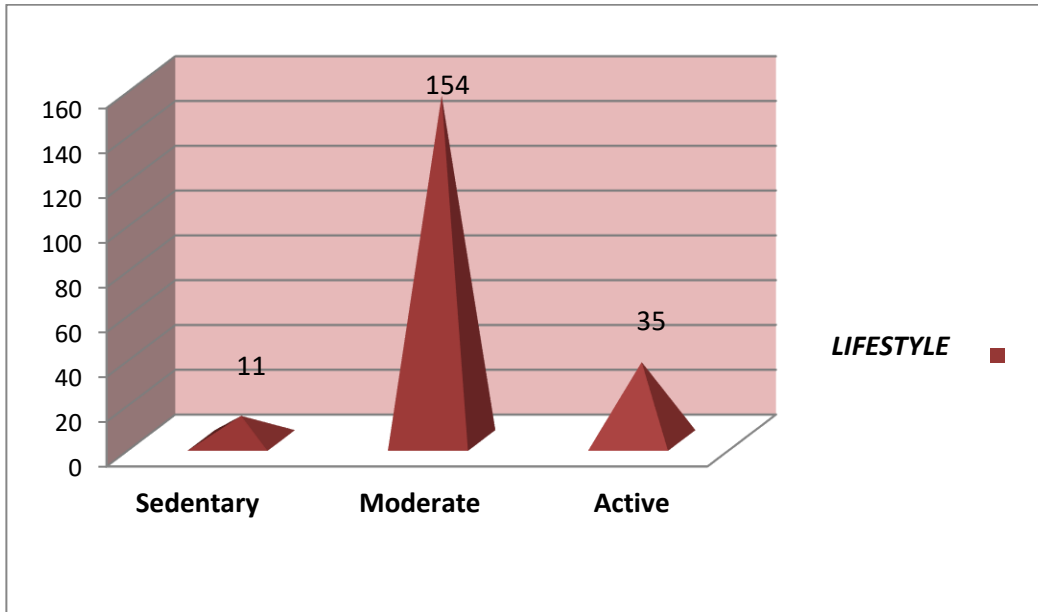
Graphic 5

The subjects were also asked about their lifestyle and it resulted that 154 out of 200 students considered theirs a moderate lifestyle, i.e. their physical activity included only everyday walking. (Graphic 5)

Results

Obesity means having too much body fat. It is not the same as being overweight, which means weighing too much. A person may be overweight from extra muscle, bone or water, as well as from having too much fat (Pirozzo, S., C. Summerbell, C. Cameron, and P. Glasziou. 2002). According to the results, it was found that only 1,5% of the respondents were obese; 13,5% were overweight, 73% had a normal weight and 12% were underweight. None of them declared to suffer from any diseases and a total of 77% indicated to live a moderate lifestyle. As for the eating frequency, about half of the students (54,5%) consumed no more than 3 meals a day and the latest hour for the last meal of the day was found to be the 21.00 o'clock.

This figure stands for 32,5 % of the students. About breakfast eating frequency, it was found that it was not eaten regularly but only sometimes by a considerable number of students (104). It was clearly noticed that most of the Albanian students from the age of 18 to 23 were not suffering from obesity though they had little activity in their lifestyle.

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Shikasta and The Marriages: New Directions in Doris Lessing's Fiction

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Abstract

Regardless of the form that she gave to her science - fiction, Doris Lessing remains stable in the issues and concerns surrounding these novels. Lessing's many ideas underscoring the Canopus series make it as prosperous as the previous works of this writer. The awareness of the individual is a topic that gives continuity to Lessing's work and feeds as well as promotes the tension and energy work linking external and internal phenomena symbolically. This theme is embodied in this series showing that Lessing actually underwent an extraordinary twist with the Canopus series, but thoroughly analyzed the same idea infiltrating into other territories. Observing sustainability marks the central object of this paper, along with some knowledge of science – fiction novels. By analyzing the first two novels of the series Canopus in Argos: Archives, we aim to show that that D. Lessing uses science – fiction genre to give a new look to her old concerns, and to lay eyes on completely new problems. Essential for the penetration of ideas, are the formal choices made in the Canopus series. The series draws attention to the separate traditional elements of history, science - fiction, educational Sufi tales, as well as the cohesion that makes fantasy, allegory, autobiography and satire. During the analysis of the first two novels in the Canopus series, we aim to argue that through a "hodgepodge" of events full of life, Doris Lessing appears to be confident, positive, pleasant and coherent.

Key words: Doris Lessing, Science-fiction, Canopus in Argos, Responsibility, Balance, Happiness

Introduction

The fiction work completed by Doris Lessing can be divided into three different phases or categories which are the communist theme, the psychological theme and the science fiction or Sufi theme. Lessing started out with the communist theme where she thoroughly wrote about various significant social issues from 1944 to 1956 while returning to this theme in her books The Good terrorist which was written in 1985. The psychological phase of Lessing's fictional writing covered a period of thirteen years from 1956 to 1969 where she touched on various psychological issues. The third phase of Lessing's fictional work was based on science fiction where hints of Sufism could also be seen in her writing. The science fiction phase encompasses a period of thirteen years from 1973 to 1989 and is entirely based on her science fiction novel series entitled Canopus in Argos: The Archives. The series includes five science fiction novels which were written in the period of 1973-1989.

The science fiction series has a lot of Sufi influence of the writer and Lessing preferred to regard the series as space fiction rather than science fiction. Although Lessing invested a lot of time and efforts in her Canopus in Argos series it was not well received by many literary circles and critics. Lessing terms the Canopus series as the most important and favorite among all of her literary works. Lessing has described the efforts and actions of a technologically advanced and evolved intergalactic race in increasing the evolutionary rate of other planets such as Earth. Several other writers have followed the same theme and style in their science fiction work such as the series of Progressor and Uplift. Mrs. Lessing on the other hand has utilized Sufi concepts and themes in her science fiction writing due to her influence towards Sufism which was introduced to her by Idries Shah who was a teacher and good friend of Doris Lessing (Galin, 1997).

The approach implemented by the author in her science fiction series is similar to the approach utilized by G. I. Gurdjieffin his book All and Everything in the early 20th century. Some other attempts of Doris Lessing at focusing on science fiction or space fiction also use a somewhat similar theme such as the Memoirs of a Survivor which was published in 1974 and the Briefing for a Descent into Hell which was published earlier in 1971.Although, Doris Lessing's earlier work focused on the communist theme but after mid 1960's when she was influenced by Sufism she realized that matters and issues relevant to spiritual existence and interaction had been ignored in Communism and Marxism she was quite disappointed and that

is why she turned to the Sufism theme. This paper analyzes and explains the themes and styles in science fiction works of Doris Lessing. As her science fiction work is mainly based on the Canopus in Argos series the paper will analyze the themes, styles and plots of the novels in these series to examine the overall approach applied by Mrs. Lessing in her science fiction work.

Canopus in Argos: Archives

The Canopus in Argos: Archives is a series of five science fiction or as termed by the Nobel Prize winning author space fiction novels which depicts various societies and planets which are at different phases of development or evolution over a significant duration of time. The primary emphasis in the series is laid on the support provided by more advanced societies, races or species to less advanced or evolved species in accelerating the rate of evolution. The time frame of all of the novels is the same futuristic period but the novels are not based on a continuous and single story line as it is usually the case with many novels in a series. The events, themes and actions portrayed in the novels are quite unrelated except The Sirian Experiments and Shikasta both of which focus on Earth and its accelerated evolution in the view of Sirians and Canopeans respectively.

According to the author, when she started writing Shikasta, the first novel of the series she had not idea and no intention of writing a whole series and it was meant to be a single stand alone book and not part of a series. Albeit, as she progressed in writing and the fictional worlds, galaxies and universe started to expand she realized that far more ideas had developed than the ones which could be covered in a single book and that is how five whole books in a single series ended up being written (Lessing, 1979, p. 8).Although the first two books of the series, Shikasta and The Marriages between Zones Three, Four and Five, were not well received by the critics, the good response by general readers convinced the writer into writing the next novel in the series which was The Sirian Experiments (Lessing, Preface. The Sirian Experiments, 1980, p.11).

Lessing implies that she has written the whole series to enable readers to understand possibilities and ideas with respect to our world and society through fascinating stories about intergalactic worlds in a futuristic setting. The theme of the whole Canopus in Argos sequences can be categorized as that of soft or social science fiction or as the author puts it social fiction as it is not based on detailed portrayal of scientific or futuristic technology unlike other science fiction novels but rather it lays emphasis on the interaction of the characters or worlds with each other and the socio-cultural issues of those worlds or societies. Starting her science fiction series meant a significant shift from her primary domain as she started being influenced by the ideologies of Sufism and mysticism, especially those which were introduced to her by her friend and teacher Idries Shah. Apart from this series of novels, she was so influenced by Sufi themes that she wrote numerous essays on Sufism which were published as a collection entitled Time Bites in 2004 (Nobelprize.org, 2007).

Novel 1: Shikasta

The first novel in the series of Canopus in Argos is Shikasta: Re, Colonised Planet 5 which is often referred to in its short form only as Shikasta. The title of the novel is based on the name of the planet featured in the novel which is also Shakasta. The subtitles on the cover of the book read Personal, psychological, historical documents relating to visits by JOHOR (George Sherban) Emissary (Grade 9) 87thof the Period of the Last Days.

Shikasta basically depicts a world which is synonymous to Earth and portrays the history of this world from early times to the future history of the world. The novel covers this history under the rule or influence of three different extraterrestrial empires which are the Canopus, Sirius and their common enemies the Puttiora. The novel basically encompasses a series of several reports presented by emissaries of Canopus to Shikasta, which document the pre-history of the planet, the deterioration of the planet which leads to the destruction century based on the 20th century of Earth and the end of the world of Apocalypse in the form of the third world war. The historical aspects covered in the novel are quite similar to the historical events of Earth and that is why many reviewers and readers relate the planet Shikasta to our green planet.

The planet Shikasta is illustrated through or based on the depictions of the historical events in the Old Testament of the bible but also quite heavily draws on Sufi themes of mysticism and spiritualism as Lessing had developed quite an interest in Sufism her work was thus heavily influenced by it. This influence of Sufism was one of the primary reasons for Lessing's shift from writing on realism to writing in the science fiction genre. This shift from realism disillusioned a large number of her readers and while many critics, readers and reviewers were impressed by Lessing's efforts several others heavily criticized the book implying that the novel was very deficient in vision and scope as it presented a very negative prospect of Earth in reflection of Shikastas the fate of the Shikastan people was dependent on the decisions and actions of inter galactic empires such as Canopus and there was no free will among the inhabitants of Shikasta. The story of planet

Shikasta in the first book lays the foundation for the whole Canopus in Argos series where the first novel depicts the story of Shikasta from the viewpoint of Canopeans while the third novel The Sirian Experiments illustrates the story of Shikasta from the view point of Sirians which is another advanced galactic race.

The plot of the novel can be related directly to the historical events of Earth as depicted by the Bible but is also quite influenced by notions of preaching, righteousness, harmony and spiritual development which are primary aspects of spirituality and mysticism found in the Sufi ideology. The book portrays a compassionate terrestrial empire by the name of Canopus which is located in the Argo Navis constellation and inhabits a very young planet named Rohanda (the fruitful) which shows good potential with respect to development. This part of the story is quite similar to the colonial expansion which took place in the early days where humans colonized new lands and sought harmony with others. The Canopeans colonize the planet with blossoming species or humanoids and speed up their rate of evolution and this is done mainly to depict the entire history in the novel otherwise the entire history similar to that of the entire history of Earth would require books upon books. When the inhabitants of Rohanda have evolved enough and are ready a specific mechanism referred to as a lock is implemented on the planet Rohanda which directly connects the planet to the strength and harmony of the whole Canopus Empire through the astral currents of Rohanda.

Apart from Canopeans, two other galactic empires namely the Sirius and Puttiora also ensure that some sort of existence is established on the planet. The Sirius Empire is an ally of the Canops Empire while Puttoria is the common enemy of both Canopus and Sirius. The activities and presence of the Sirians are limited to the southern continents in the prehistoric phases of Rohanda where genetic experiments are conducted and these experiments are comprehensively covered in the third book of the series which is The Sirian Experiments. On the other hand the Shammat of Puttiora though have a presence on the planet they remain inactive simply waiting for the right time and opportunity to attack and seize the moment. This clearly follows a theme of Earth where different parts of a single country or continent are colonized and influenced by various empires which was quite prevalent in the colonial age of our world.

The humanoids inhabiting planet Rohanda thrive and flourish under the influence of the Canopus Empire which has stimulated a climate of accelerated evolution, development, co-existence, tolerance and brotherhood. Apart from accelerated evolution, heavy influence of spirituality in Sufism can be seen in the writings of the author which also teaches tolerance, brotherhood and co-existence. All is going well for Rohanda until the lock or link with the Canopeans breaks and all the resources from Canopus are removed including a substance referred to as SWOF by the Canopeans which simply stands for a Substance of We Feeling. This substance keeps all the values of the inhabitants intact where they have a sense of collective prosperity rather than individual development.

As the inhabitants are deprived of SOWF they fall prey to a degenerative disease and they start prioritizing their personal goals instead of the collective good (Gore, 1979). Again this notion has been adapted from Sufism where the collective goals are kept over the goals of the individual. The Shammat of Puttoria identify the opportunity and start discouraging the influence of the Canopus Empire by exploiting the disturbance caused by the breaking of the lock and infest the inhabitants of Rohanda with their own evil ideologies. The Canopeans left with no choice change the name of the planet to Shikasta which literally means broken or stricken much to their disliking as the conflict increases and the Rohandanians grow more and more greedy. The author later relates Rohanda or Shikasta to a symbolic Earth in a parallel world with its own history and heritage (Gore, 1979).

The Cannopian Empire sends emissaries to Shikastain order to save the inhabitants and Johor is one of the emissaries who is sent to the planet who transforms himself into a native and starts to spot people who have not relapsed significantly and are open to the corrective teachings he provides. This is much similar to prophets who have been sent to Earth as depicted in the Bible such as Noah, Moses and Jesus. Once some of the natives are converted back or corrected they are sent to other natives to preach and spread the teachings and soon small and confined communities start returning to the earlier state much like the rehabilitation of humans through biblical preachers and prophets. As there is no SOWF from Cannopus, the natives degenerate at a very rapid rate even when the emissaries teach and preach the natives. In the late 20th century Shikasta falls to its doom and the Apocalypse or the third world war breaks out. Johor is returned to the planet and incarnated to Shikasta via Zone 6 as a Shikastan named George Sherban. As George Sherban grows up he establishes contact with other Canopean emissaries in disguise and continues his attempt to help the Shikastans but due to several problems the natives keep degenerating.

George Sherban along with other emissaries migrate with a few Shikastan followers just before world war three starts so they can escape the nuclear disaster. This style or theme follows the historical and biblical events of the Exodus where Moses takes his followers to a safe place to safeguard them from coming danger and that of Noah where he takes his followers to safety to avoid world destruction. The war then wipes out almost all of the population of Shikasta and only the

people who relocated with Sherban and other emissaries are left to repopulate the planet. The Shammat of Puttoria who played a major role in the destruction of the Shikastans withdraw themselves from Shikasta and the remaining survivors with the help of the Canopean emissaries rebuild their planet and realign with the Canopus and the lock and link with the Canopus Empire is reestablished and SOWF is restored.

The name of the first book in the Canopus in Argos series is Shikasta which is based primarily on the Persian word Shekasteh which means stricken or broken. As Lessing was born in Persia which is now known as Iran, she named the book after a word derived from the Persian language. Although Lessing does not express or state anywhere in the book or otherwise that the planet Shikasta in the book is based on Earth but many readers, reviewers and critics are of the view that as the history of both Shikasta and Earth are quite similar, Shikasta is in fact Earth as perceived by the Canopus Empire. Also, these critics also believe that Shikasta is Earth as many of the geographical locations found in book in the reports written by the emissaries resemble countries and locations on Earth. Alternatively, many other reviewers believe that Shikasta is not Earth but a planet in a parallel universe which is quite similar to Earth but the histories of both planets differentiate at different points in time.

Many critics regard Shikasta as an antinovel mainly because it steers clear of the standard principles or conventions of a traditional novel and the author portrays the events of the Planet Shikasta as seen by the emissaries of Canopus. The author has set the novel as a case study to be used by students of first year with respect to the Colonial rule of Canopus and the times of Shikasta as a part of that rule. The case study is provided in the form of various documents including journals and letters prepared by specific inhabitants of Shikasta, excerpts from the History of Shikasta Canopean record and the reports written by emissaries of Canopus sent to Shikasta from time to time. The novel portrays the Canopeans as immortals who examine the history of the planet from its early stages of evolution when it bears the name of Rohanda all the way to the century of destruction when the planet has been renamed to Shikasta. It is important to note that this history is closely tied and in sync with the history of planet Earth and follows significant events as they happened in Earth. The apocalypse depicted in the novel can be regarded as the futuristic events that may take place on Earth when the outside forces such as the Chinese occupy several parts of Europe and this is portrayed in the novel by the occupation of Shikasta by the Shammat of Puttoria and the third world war breaks out which renders the planet almost uninhabited and the author claims that it is a true history of the planet (Frick, 1988).

The primary themes in the novel have been derived from the Old Testament of the Bible, several themes and styles of Sufism and some themes of Gnosticism which is a belief system which implies that the materialist world should be ignored to embrace the spiritual world. Additionally, there are also several hints of themes adapted from Judeo-Christian beliefs and the author herself accepts in the preface of the book that the roots of the novel are embedded in the Old Testament of the Bible. Lessing mentions the Substance of We Feeling as a source of harmony to Shikasta which flows from Canopus to the planet through the lock and this SOWF is basically a type of spiritual power or nourishment which is adapted from Sufism as well. Many reviewers point out the similarities between the novel and the Bible where the Canopeans and their emissaries can be linked to God and the angles and prophets which were sent from time to time on Earth as mentioned in the Bible. It is also noteworthy that the environment of the planet is closely related to the religious space or environment of Sufism, while the efforts of the Canopeans to revive the Shikastans and confront the ways of the Shammat are basically a war between good and evil as portrayed in many religious beliefs while the degenerative disease that engulfs the planet is related to the original sin referred to in the Old Testament. Some reviewers have also linked the novel to Baha'ism and imply that the Apocalypse and Johor as the savior of the planet are linked to the arrival of a prophet on Earth for the renewal of faith.

Novel 2: The Marriages between Zones Three, Four and Five

Doris Lessing wrote five novels in her science fiction series Canopus in Argos: Archives between the period of 1979 to 1983 and the first book of the series, Shikasta, introduced a lot of concepts, themes and notions for the overall series and laid the foundation for the next four books to be written. All of the five books do not follow a single story line but are connected with one another in some way especially through the Canopus benevolent colony situated in the Argos galactic system. The second book in the series is the Marriages between Zones Three, Four and Five (as narrated by the Chroniclers of Zone Three). Lessing introduced six zones in the first novel of the series Shikasta and in this novel three of these metaphysical zones are depicted where marriages take place between the rulers of Zone Three, Zone Four and Zone 5. Zone three is portrayed as an egalitarian and matriarchal zone while Zone Four is depicted as a militaristic and patriarchal zone and the Zone Five is illustrated as the barbaric or primitive and tribal zone. The novel depicts the story of these marriages along with related events from the perspective of chroniclers of Zone Three who record all these events in

chronicles. The entire novel is based on the notion of conflicts and barriers that exist between the genders and their viewpoint of the world along with the method of government and running a society. This is the primary reason why many reviewers and critic cite the novel as part of the feminist science fiction genre even when Lessing implies that it is space fiction. The story portrayed in the novel was quite interesting and it is because of this fact that the novel was also adapted by Philip Glass as an opera.

As Lessing was quite impressed and interested in Sufism before writing the series, many themes of Sufism are evident throughout the novels of the series. Even in the second novel each of the zones depicted by the author are related to the various levels of consciousness and enlightenment in Sufism where the hierarchy of enlightenment starts from the lowest level and reaches the highest level of enlightenment through a specific process. Albeit, the author faced a lot of criticism for shifting from standard fiction to science fiction with religious and Sufi themes and many critics termed her as going religious, the second novel of the series received a very good response from a majority of reviewers and a lot of critics also termed the second novel in the series as her best attempt in portraying gender conflict.

Lessing introduced the six metaphysical zones in Shikasta, but the main emphasis was only on the last zone which was Zone six in which the planet Rohanda or Shikasta was located. The first novel described Shikasta as being surrounded by six different layers of metaphysical zones and each of these six zones represented levels of spirituality. The spiritual level increases with each zone with zone six being the lowest and zone 1 being the highest. The first novel only dealt with the most impure zone six which was the immediate environment of planet Rohanda or Shikasta and served as a purgatory or intermediate zone where inhabitants were punished and awaiting revival from a divine source such as an angel or prophet (Glover, 2007).

In the second novel, on the other hand, the author expands her scope from zone six to higher zones and portrays each zone as self sustaining and autonomous countries or societies with each one having its own environment, government system, norms and stage of evolution and development. This notion is closely linked to the enlightenment stages in Sufism where a being is more enlightened as it crosses each phase or stage of the enlightenment hierarchy. This is evident from the fact that zone three is portrayed as the most evolved and zone five depicted as primitive and least evolved or developed. Each of the zones in the hierarchical structure border with the next zone in line while the geography of each zone also changes as they increase with respect to topography and mountains (Glover, 2007). The inhabitants of each zone can cross over to the other zone through the boundaries or frontiers but crossing from one zone to another is avoided mainly due to the negative effects it may have on the person's health and anyone wishing to go from one zone to another is provided with shields that protect the person from the adverse environment of the other zone (Waterman, 2002).This theme deviates from the themes of Sufism and Mysticism as traditionally a person cannot enter a state of higher enlightenment on will and cross from one state into another as he/she wills.

In order to evaluate the themes in the second novel of the series it is important to analyze the context and background in which it was written. Lessing had earlier written the first novel by the name of Shikasta which indicated a significant shift in her writing from traditional fiction to science fiction based on Sufi and Mystic themes. This shift was mainly due to the interest she had developed by reading Idries Shah's book entitled The Sufis and she herself claims that it was one of the most surprising books she had ever readand that the book had changed her life and perception about reality, enlightenment and spirituality (The Daily Telegraph, 1996). Lessing was so inspired by Sufi concepts, notions and themes that she embedded them in Shikasta which was to be a complete book in itself and a series was not intended. On the other hand, when she started writing the first book of the series she realized that the ideas she was able to generate could not be covered in a single book so she moved on to write four more books and make up an entire series. The Sufi concepts and themes introduced in Shikasta were reinforced in the second book of the series. Moreover, the book was also significantly based on feminist and gender conflict issues and that is why the second novel was also termed by many as feminist science fiction. Lessing implied that the second book was one of her most impressing works and that she had reached a level she could not imagine herself and suggested that she could never write such a book again (Sperlinger, 2012).

The story of the second novels is rooted in the relationships in the form of ordained marriages between the rulers of Zone three, Zone four and Zone five. The providers who are not identified and implied as being invisible to the inhabitants of all the three zones order the queen of Zone three Al-Ith to marry the king of Zone four Ben Ata. Zone three is depicted as a peaceful and matriarchal zone while zone four is portrayed as a repressed and heavily militarized zone. Both of the rulers are quite reluctant in marrying each other mainly due to the fact that Ben Ata feels that his wife should not be a powerful queen who could affect his military ambitions and disturb the male dominance in his zone while Al-Ith feels that she should not marry a barbaric king who is the ruler of a male dominated zone. Nonetheless, both of the rulers have to marry as per the orders of the providers and they eventually get married. Both of the rulers feel very strange as Al-Ith is not used to men who are charged with male dominance while Ben Ata is not accustomed to the company of females who cannot be

controlled. Eventually both of them grow fond of each other as time passes but at the same time are quite amazed and shocked at the governmental systems is their respective zones. Ben Ata finds it very shocking that Zone three does not have an army at all while Al-Ith is astounded by the fact that a major portion of Zone four's wealth goes into the development of the army while the remaining population of the zone lives in very poor conditions. This part of the plot resembles the autocratic and democratic systems of governments in the real world where usually in a democracy a lot of a country's wealth is spent on development and wellbeing of the citizens while a lot of a country's wealth is spent in developing and improving armies in a dictatorship.

Sometime after the marriage between Ben Ata and Al-Ith a son is born who is named Arusi and the author has derived this name from the name given to babies in various African cultures including Zimbabwe where Lessing spent some of her years as a child and the name basically means the sun or bright light. Arusi is the heir of Zones three and four and under the leadership of a woman named Dabeeb some women of Zone four help Al-Ith during the time of birth and afterwards. As these women belong to the male dominated society of Zone four they enjoy the company of the queen of Zone three which is a female dominated society. The providers then command that Al-Ith return to her zone without accompanying the new born son and Ben Ata is commanded to marry the queen of Zone five named Vahshi. This name again is derived from the Persian influence which means barbarian to imply the barbarian image of Zone five. As the rulers of Zone three and four have grown fond of each other they are overwhelmed with sadness but yet again they have no choice but to follow orders.

Al-Ith returns to her zone only to find herself in a predicament as her sister Murtiis now ruling the zone as a queen and Al-Ith is exiled to the bordering area of Zone two where she finds Zone two to be very attractive and tries to cross over to that zone but is informed that her time for entering Zone two has not come. Meanwhile, Ben Ata gets reluctantly married to Vahshiwho then convinces her to change the government administrative procedures as he himself has changed quite a lot due to his marriage with Al-Ith. Arusi, the son of Ben Ata and Al-Ith then travels with Dabeeb and the other women to Zone three to meet his mother and when the crossover to Zone three they are quite amazed by the position in which Al-Ith is. Ben Ata and Al-Ith are wary of this crossover as it has not been approved by the providers. On the other hand the local population of Zone three is also quite fearful of the foreign presence of inhabitants from Zone four.

The providers then command Ben Ata to crossover to Zone three and meet Al-Ith but he is quite amazed to see some young people blocking his way with temporary weapons. He returns again with an army from Zone four and does not face any opposition on entering Zone three. He meets with Al-Ith and informs her about the changes which have been made in Zone four and also how he managed to bring a change in Zone five by marrying the queen Vahshi. Some days later Al-Ith crosses over to Zone two not to return but the changes and developments which have been made in the three zones due to the marriages of the rulers of these zones are very evidence of the fact how sharing of knowledge and experience between the genders can create a difference. The primary theme which can be evidently identified throughout the novel is the resolution of gender conflicts through various means while a feminist ideology is also present when Lessing describes Zone three in detail with significant hints of Sufism and mysticism throughout the novel.

The novel portrays the marriages and relevant events through the eyes or perspectives of the chroniclers of the third zone which is primarily a matriarchal and female dominated zone and thus the novel can be included in the realm of feminist novels but based on science fiction which may render it as a feminist science fiction piece of literature. Albeit the entire series falls under the category of soft science fiction or as Lessing refers to it as space fiction as there is not much dependence on the advancements of technology and science but there is a focus on societies, the second novel clearly breaks from the main theme and goes into a feminist paradigm (Feminist Science Fiction, 2010). Additionally, the novel is different from its counterpart in the Canopus in Argos series as it is written like a story or tale which is set outside of the space/time continuums of the rest of the novels in the series.

The story follows marriages between rulers of three different zones where one zone is barbaric and primitive, the other zone is patriarchal and militaristic and the third zone is equalitarian and matriarchal. These three types of zones basically imply the inherent nature of people and the differences between the genders and sexes with respect to various issues and how these issues are resolved through knowledge and information sharing and understanding. Lessing implies through this novel that universal harmony can be achieved when genders set aside their differences and work together to accomplish common goals. The differences in zones are related to the differences in levels of enlightenment in Sufism and Lessing implies that a new level of enlightenment can be reached through working positively and adhering to the best principles without considering the division between genders (Sheets, 2007).

The two marriages were commanded by the providers who have not been identified in this novel but many critics suggest that these providers are the Canopeans who were identified in the first novel of the series Shikasta. Lessing still keeps the

notion of a spiritual being in the second novel who controls the live of humans and lack of free will but in the second novel she iterates the fact that if humans are nudged in the right direction they can bring about significant changes and this is implied by the reforms made by Al-Ith, Ben Ata and Vahshi in their respective zones (Shinn, 1986). On the other hand many critics imply that albeit Zone three can be seen as a feminist ideological society but Lessing implies that it is not an ideal society as well from the perspectives of the chroniclers who indicate issues present in the society due to stagnation. The reaction of Al-Ith when she returns to her own zone also implies that Zone three is not in fact an ideal society but there is room for improvements. The six zones as illustrated by Lessing in the novel are parallels to the various levels enlightenment and consciousness in Sufism and mysticism. The characters of Al-Ith and Ben Ata are both able to experience different levels of enlightenment through their marriage and when they cross over to the other zones. All in all the second novel is based on the feminist theme along with the themes adopted from the enlightenment levels of Sufism.

Conclusion

Regardless of the form that she gave to her science - fiction, Doris Lessing remains stable in the issues and concerns surrounding these novels. One of the most significant problems that arise with the Canopus series as suggested through the analysis of the first two novels of the series is related to the obligations and responsibilities of the artist. The idea of the writer as to the role and responsibilities of the artist, aligned with the myth of Sisyphus, takes place in this series. The role of the artist remains extraordinary as long as he keeps alive truth, love, reason, and beauty in human relationships. Lessing states that the extraordinary power of art should be directed to good purposes in three main directions: practical, ethical and spiritual. In all the practical problems that arise within D. Lessing's science-fiction, art functions as an important tool for solving them. In this regard, first he conveys the necessary information. Such is the case when the of Shikasta come to know through the songs sang about the departure of the giants in the first novel.

Lessing's many ideas underscoring the Canopus series make it as prosperous as the previous works of this writer. Roberta Rubenstein noted that "the awareness of the individual" is a topic that gives continuity to Lessing's work and feeds and promotes "the tension and energy work" linking "external and internal phenomena symbolically." (Rubenstein, 1979) This theme is embodied in this series showing that Lessing actually underwent an extraordinary twist with the Canopus series, but thoroughly analyzed the same idea infiltrating into other territories. Observing sustainability marks the central object of this paper, along with some knowledge of science – fiction novels. By analyzing the first two novels of the series Canopus in Argos: Archives, we aim to show that that D. Lessing uses science – fiction genre to give a new look to her old concerns, and to lay eyes on completely new problems. Essential for the penetration of ideas, are the formal choices made in the Canopus series. The series draws attention to the separate traditional elements of history, science - fiction, educational Sufi tales, as well as the cohesion that makes fantasy, allegory, autobiography and satire. During the analysis of the first two novels in the Canopus series, we tried to argue that through "hodgepodge" of events full of life Doris Lessing appears to be confident, positive, pleasant and coherent.

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News agencies in the era of globalization and new challenges of reality

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Abstract

The article deals with features of functioning of news agencies in terms of postmodern situation. There is a comparison of traditional and new principles of work, identification of new trends and issues (information pollution, "digital division", framing of news, shadow fusion with PR and advertising) in development of news agencies in the context of challenges of global media. The system of modern media news agencies initially occupy a special place as the main suppliers of information to the media, but with the advent of the Internet they have an opportunity of direct contact with the audience, and many other new features that have significantly changed their qualitative characteristics.

News agencies of Kazakhstan and Russia today differ by a number of new features of functioning: multimediality, online news, multi-channel availability, multilingual texts, and a growing number of subscribers.

Functioning of modern news agencies is considered from the standpoint of ethical, technological and social transformations, among which a particular role is given to the problem glocalization, perception of information, press realization of media, the growth of new information intermediaries, universal gadgetization, cross -, trans- and multimediality, virtualization of global brands, inclination for news flashes.

Keywords: news agencies, simulacrum, framing, information, advertising, multimedia, information pollution

Introduction

Modern researchers are talking about a serious crisis of the media, significant changes in the very system of media, primarily associated with the digital revolution, technological and civilizational shifts.

News agencies in modern conditions also vary considerably and these processes are still poorly understood. Many researchers have noted that today there in an obvious trend, manifested in all varieties of mass media – journalism has lost the monopoly on news, the position and authority of professional journalists have considerably weakened, and there is a kind of media framing of reality [Vartanova, 2013]. Meanwhile, exactly news is traditionally considered as a prime product of news agencies. What changes have occurred in the structure and functional priorities of agencies? Can news agencies of the post-Soviet countries compete with influential international world agencies that have a long history of development? These questions can be explained by considering a pre-set of issues related to the new trends in the development of news agencies.

It is difficult to deny that we are today fully under the influence of the reality produced by mass media. The product of news agencies in a more visible manner demonstrates the ability of the media with support of the principle of simulacrum to create your own reality out of tracks. The war in Iraq or Afghanistan is presented to us, it would seem, in real time, exactly as we see it (on TV), or just the way we read about it in the news agencies. But all that is left over or behind the text, as it were, do not exist, and it becomes the basis of media framing of reality.

News agencies as well as all media now actively construct some different reality which seems simultaneously more real than reality itself.

Jean Baudrillard [1981] in his works emphasized the ability of the media to increase the total effect of simulation of reality. The scientist concludes that the media have neutralized reality.

In his work "Reality as a Subject of Negotiations" David Everett Willock [2000, 22] notes that we live in a world where cultures create attractors of postmodern times, "where new technologies constantly construct discourses on any topic, whereas real communication is becoming less".

In the system of modern media news agencies have initially occupied a special place as the main suppliers of information to the media, but with the advent of the Internet they have an opportunity of direct contact with the audience and many other new features that have significantly changed their qualitative characteristics.

Modern news appears first in digital format, and only later – in print, so the trend of news agencies is particularly relevant today.

If five or six years ago in Kazakhstan it was debated whether online editions can be referred to the media, today namely online journalism is the most demanded and popular thanks to smartphones and tablets.

In the present situation, the least vulnerable seems the path of development of news agencies. It happened because news agencies earlier and faster than other varieties of media have adapted to Internet resources, have expanded their content and have adopted to the new varieties of news texts. Ways of presenting the material have also become much more attractive for users – and infographics and video, and a variety of high-quality photos. Many international news agencies still retain their leadership – Xinhua, Kyodo Tsushin, Agence France-Presse and others, in Russia there are new leaders of news agencies – these are RIA-Novosti, Interfax, and RBC. Moreover these Russian news agencies today are noticeably progressing and justifiably claim to the role of international news agencies.

Kazakhstan has in recent decades added to the already existing (Kazinform) news agencies new ones, branches of Russian agencies, and their activity is developing in various directions and thus they basically complement each other: these are Tengrinews, BNews, Novosti-Kazakhstan, Interfax-Kazakhstan, KazTAG, Information and Analytical Portal of Kazakhstan, KursivKZ, Today in Kazakhstan, Kazakhstan Today and others.

New features in functioning of news agencies

News agencies of Kazakhstan and Russia today distinguish themselves by a number of new features of functioning: multimedia, online news, multi-channel availability, multilingual texts, a growing number of subscribers.

At the same time, in modern conditions, there is a decrease in quality of information flow, it seems that the source of information for news every day becomes considerably scanty. Therefore, news agencies are supported in major countries of the world where they are perceived as a kind of image brands of a country. Many of the known world news agencies are currently covertly receiving significant financial subsidies from the governments of their countries (Reuters, Associated Press, etc.) [Strashnov , 2012, 60].

There is another important new trend: some news agencies began to prepare specific applications (programs), news releases for modern smartphones called iphones and tablets. In tablets and iphones you can easily read feeds of Tengrinews, BNews, BBC News, Reuters, Vesti, Euronews, RIA Novosti, Rambler. This greatly increases the popularity of websites of news agencies.

But, of course, the main active consumers of media products of news agencies are TV channels, newspapers and magazines. To see it, just watch the evening news broadcasts of any of the channels in Kazakhstan or Russia. For example, a popular newspaper of Kazakhstan "Express – K" builds whole pages of publications using reports of world news agencies. For example, page 4 of the newspaper "Express – K" dated October 8, 2013, is fully formed on the basis of reports of news agencies, there are three news stories from the news agency Interfax ("Scientists from the U.S. and Germany Will Receive the Nobel Prize in Medicine", "Scotland can not be separated from the UK", "Head of the Issyk-Kul Region Has Been Taken Hostage"), two stories – from the news agency Lenta.ru ("Bloomberg gives an apocalyptic forecast", "The UK Has Created an Analogue of FBI"), and one article is given with reference to the RBC ("Nicolas Sarkozy Has Been Acquitted of the Charges in the Case "Betancourt") [Newspaper «Express K», 2013].

On the background of falling circulations of newspapers and magazines around the world, reduction of mass media staff, a paused growth of audiences and readers, there is a significant success in the work of information agencies with economic orientation. Phenomenal success, for example, has been achieved by the news agency RosBusinessConsulting (RBC, Russia). They have a huge number of readers – 20 million. This currently largest media holding started namely with the organization of the news agency, and today it is an example of successful quality media with its channel, newspaper, publishing center, and a news agency. No exaggeration to say that one of the reasons for the success of the media holding

is a correct and successful strategy of functioning at the very beginning of activities of RosBusinessConsulting news agency.

A long time ago foreign countries included a paid content into the work of news agencies. Russia is preparing ground for this innovation. How it will be successful and popular is yet be to analyzed by researchers of media and Kazakhstan.

Currently researchers state the following: news agencies firmly occupy a strategically important place in the system of modern mass media and with full confidence can be attributed to quality media. However, even news agencies today face a lot of problems – it is frank plagiarism of materials from NA sites, a slow decline in the number of users, a growing dependence on advertising, but the main problem is the preservation and development of high quality content.

Let us understand which traditional principle of functioning remains an important determinant for the news agencies and which among the new is designated as an important trend in the development of the activities of news agencies?

Thus traditionally fundamental features of functioning are preserved in the activities of modern news agencies. Still 80% - 90% of the information is supplied by news agencies and the main out-of-editorial source of news of many mass media are still agencies, and the basic principles of work are still authenticity, timeliness, objectivity, accuracy.

New trends in the development of news agencies

Let us distinguish some new trends of modern news agencies:

new competitors showed up –

a) information networks that build their work by copying the principles and structure of functioning of agencies;

b) bloggers, stringers, the latter are sometimes used by news agencies themselves.

1. Often the material of agencies becomes subjected to fast-copying. Similar phenomena used to happen before, but in a less degree. Today, thanks to the Internet, there is an opportunity to copy without attribution.

2. Principles of agencies' activities are the same, but there is a small nuance: today accuracy is more important than efficiency, that is, the rush and the speed are not as important as before, and apparently because unverified or misleading information can lead to more serious consequences than ever before when there was no age of the Internet and social networks.

3. In activities of individual agencies there is a willingness to give only a picture without any verbal commentary. What it involves and what consequences it leads to is to be studied yet.

4. News agencies as brands of countries – today it is expressed stronger than before, which makes national governments secretly subsidize the work of such important and worldwide recognizable international agencies such as Reuters and the Associated Press. They now received hidden government subsidies. However, it did not spare Reuters from being sold at the end of 2000s to Canadian businessmen [Strashnov , 2012, P.61].

5. There is a weakening of social and political significance of news agencies, for example, TASS and Kazinform today have different priorities and work styles, or we should rather talk about a more hidden, latent form of politicization of news agencies.

6. There is a decrease in the demand for materials of agencies, for example, broadcaster CNN in 2007 broke its long-term contract with Reuters [Strashnov , 2012, P. 62].

7. Thereby there is a reorientation of the content, researchers should analyze reasons and consequences of these processes.

Traditional and new news agencies

News agencies in former times	News agencies today
1. Lack of internet sites; a telegraphic method for transmitting information	1. Availability of own sites, existence exclusively in the Web
2. Information providers	2. both providers and distributors

3. The hierarchy of the basic principles of work: efficiency, reliability, etc.	3. In the foreground – authenticity, and only then efficiency, etc.
4. 80% of information is supplied by NA	4. 80% of information is supplied by NA
5. Verbal information	5. Verbal and visual information
6. Strict canonicity of genres	6. Deviation from the canons of the genre hierarchy
7. NA are support services	7. NAs represent greater autonomy, broadening of powers and functions
8. Focus on news gathering	8. Focus on collection of exclusive news
9. Lack of direct contact with readers and consumers	9. Direct access to personal smartphones and tablets
10. Functions of gathering and presenting information to mass media	10. Function of collecting, processing and disseminating information
11. Lack of explicit publicist character	11. Emergence of diverse topics in journalism
12. Absence of advertising	12. Emergence of advertisements in a small amount
13. Absence of multimediality	13. multimediality
14. Absence of archiving	14. ability to archive and increase memory
15. Absence of hypertext features	15. hypertext features
16. Absence of interactivity	16. interactivity
17. entertainment in mediated form	17. Emergence of entertaining columns

At the same news agencies have to face the same problem, which should be solved by all the media in the new conditions of the postmodern era. News pollution and information noise, global locality, struggle for ratings and quality of published material – all of these represent only a part of everyday problems that are fast growing year after year. We should particularly single out the negative trend – a marked decrease in demand of individual media for materials of news agencies. Today it results in a reduction of staff journalists in Western countries. This phenomenon can be related to the activities of bloggers, stringers, reports that in their competition with Google French newspapers, for example, "decided to create their own news aggregator" [Strashnov, 2012]. So, despite the successful development of new features of functioning by news agencies we can observe an important challenge – the problem of the competitiveness of news agencies. This challenge should be seriously studied by media researchers.

Global challenges of the media and news agencies

In the face of new challenges of global media, news agencies should be considered as it was offered by V. Levchenko [2012] in three different aspects – ethical, technological and social.

Among ethical challenges the most important are not only the problems of global localization, availability of equal access to information, information pollution, but also the relation of form and content, the quality of transmitted information, shadow fusion with PR and advertising, following media ethical imperative, a core set of ethical principles of journalism.

Global locality manifests itself in close cooperation between with today's news agencies and business. We have seen in many successful foreign companies which in just a two or three-year period of time grow from small sites into huge media holdings. This allowed Barbara Gibson, a member of IABC, to make the following generalization: "The business model of the XXI century: from start-up to a global media company in 1-3 years" [Levchenko, 2012]. Among Russian examples we can single out the history of the development of RBC which started as a small news agency and is today a huge media holding with its own bank, TV channel, newspapers, and magazines. We cannot yet find a similar example in Kazakhstan. As to development of news agencies, we can only refer to the successful development of business media under the leadership of Oleg He. Perhaps the outlined slowing in the development of Kazakhstani business media is related to this miscalculation – disregard for Internet capabilities.

Global locality manifests itself in a much greater demand for news feeds of news agencies and mass media of post-Soviet countries by foreign consumers. For example, the audience of "The Moscow News" is represented by 60 % by foreign readers. We cannot say anything similar about Kazakhstani editions, published in English or about newswires of agencies of Kazakhstan. At the same time it goes without saying that the foreign audience of Kazakhstani news sites has significantly grown thanks to online publications as well as English versions of sites of news agencies.

Equal access to information has spawned a whole set of new problems. As an example let us take the problem of perception of information. There has been coined a term "brain pollution" which means a negative impact of information on people and the effect of reducing their intellectual level. The famous foreign media researcher Ann Wylie, a member of IABC, notes that 4 out of 10 Americans do not know how to correctly perceive the information they have read. For a 100% perception of information words should consists of a maximum five letters and sentences – of 8 words. Out of 30 million of readers only 14 % can correctly perceive information, out of 95 million – only 44 % []. And this is a very serious problem for both journalists and consumers of information. In an age of equal access to information any misinterpreted news instantly generates a wave of financial and political cataclysms.

Information noise generates information pollution. It is in the work of news agencies and their intermediaries that we can observe a special diversity in mews presentation, when it is difficult to distinguish the important from the unimportant, when the visual dominates the verbal. All this creates a special effect of information noise. It becomes compounded also due to the fact that new media users can themselves share and transmit information to each other.

Among technological challenges we should highlight universal gadgetization, cross-, trans-, and multimediality of mass media, virtualization of global brands [Levchenko, 2012].

Social challenges, according to V. Levchenko represent a growth of new information intermediaries, the convergence of media and press services, futurological forecasts of the future of professions of a journalist and a communicator. A new trend singled out by V. Levchenko in the mass media is "press-realization of mass media", for example, in the UK agencies 70% of news stories are published on the basis of press releases [Levchenko, 2012]. News agencies now have new information intermediaries – aggregators, social networks and search engines, which greatly influenced the style of work. Social networking has resulted in a range of visitors of news agencies' sites and this can be seen as a positive trend of the development of media. However search engines often copy news stories of news agencies without attribution.

Conclusions

So, news agencies still remain the main suppliers of news and many of them are successfully developing. At the same time today we have to face very difficult problems of functioning in modern conditions – copyright, hacker attacks, complex financial problems, impoverishment of news sources, the need for constant search for new ways of functioning and information retrieval, frank plagiarism of materials from sites of news agencies.

Professor of the University of Amsterdam Cees Hamelink [2009] notes that the process of development of new media "launches new and challenging questions about the future of human communications". There is an original aphorism by M.G. McLuhan [1959]: "medium is the message".

One cannot ambiguously treat these phenomena of modern journalism. Excessive disregard of forms of traditional media may have currently caused an unrestrained passion for too loose reconstructions and reinterpretations and remixing of any information. Thereupon it is necessary to review the basic principles of work of news agencies – the not speed and quantity, but accuracy and quality of the material. But while many agencies still consider as the most important the principle of efficiency and the number of news replacement per unit time. For example, managers of the Kazakhstani agency Bnews require from their young journalists to produce 100 news stories every day.

In modern news agencies there is an attraction to the formats of news flashes which contribute to the rapidity of posting information. However there is an increasing tendency to expand genre varieties, analytics and commentary which help to attract a greater number of permanent and serious users of sites.

Agencies are increasingly expanding the multimedia capabilities of their content.

News agencies have not escaped the trend of increased infotainment. Entertainment features which were previously not peculiar to news agencies, today occupy an important place in the discourse-news content. However, a lot of big agencies here try to diversify and deepen their material.

Many world-famous agencies manage to avoid explicit shadow merger with PR and advertising, but the problem of media framing of reality is urgent for journalists working with news texts. Influence of consumerism and "digital division" is also an urgent problem for modern agencies.

In general, many news agencies of worldwide fame are in the lead in today's modern media system. This is evidenced by innovations which accompany their activities. For example, it was reported that the state news agency Xinhua has filed an application for IPO (Initial Public Offering) of its site Xinhua.net at the exchange in Shanghai. This is informed by Reuters with attribution to the data of China Securities Regulatory Commission. Xinhua plans to raise about one billion yuan (177.8 million dollars) [Reuters]. This placement will become one of the largest IPO in the modern media industry and promises the agency new levels of development in the global media system.

One of the latest shocking news was the announcement that within three months one of the best agencies in Russia – RIA Novosti will be reorganized, the leadership of the agency will be changed as well as its name. Researchers believe that it happened chiefly due to the excessively independent position of RIA Novosti, despite the fact that they were fully financed by the state.

RIA Novosti in the past years has been an evident leader of the mass media not only in the post-Soviet space. They have also successfully competed with foreign agencies of worldwide fame, setting an example of creative initiative, creativity, and a constant search for ways to improve the forms of news and comments. This will certainly cause significant damage not only to the Russian media, but also to all the media of the post-Soviet and global space.

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DICTIONARY USE BY EFL UNIVERSITY STUDENTS A CASE-STUDY AT KORÇA UNIVERSITY

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Abstract:

This paper aimed at investigating English Monolingual (EMD) and Bilingual Dictionary (EBD) used among second and third year students of the Foreign Language Branch, Faculty of Education and Philology at "Fan S. Noli" University of Korça. We wanted to discover the students' habit and attitude in EMD and EBD use; the frequency of dictionary use, their knowledge with regard to the language learning resources available in both types of dictionaries; their skill and difficulties in using them, the reasons for referring to them, and to discover whether they received any formal instruction in dictionaries use during their English language learning. This study also surveyed students' favorite dictionaries and the reasons for their preferences.

Key words: English monolingual dictionary (EMD), English bilingual dictionary (EBD), attitude, vocabulary, learning resources, context, definition, ambiguity, equivalent

Introduction

In the process of English language learning, all learners need to possess a wide range of word knowledge, good lexical competence and extensive knowledge on English language vocabulary. A well-developed knowledge of vocabulary assists EL learners to comprehend, communicate and be successful in language acquisition. Among the wide variety of ways in vocabulary learning, either intentional or incidental, the use of dictionaries in FL learning has been and will remain a useful strategy and an important tool in the hands of the students to provide a quick and direct access to the mastering of the unknown words in particular, and of the English vocabulary in general. They provide reliable references and sources of information about words which are crucial for language learning. Walz and Cubillo state; "Dictionaries provide learners with useful linguistic and cultural information, especially when teachers are unavailable and learners are responsible for their own learning" (Walz, 1990; Cubillo, 2002). While Marckwardt (1973), comments; "Dictionaries often supply information about the language not found elsewhere. Dictionaries often supply information about grammar, usage, status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion" (cited in Bensoussan, Sim and Weiss, 1984: 263). Laufer (1990), similarly, believes that when word looks familiar but the sentence in which it is found or its wider context makes no sense at all, the learner should be encouraged to consult a dictionary (p.154).

According to Wright (1998), the dictionary is indeed one of the most readily accessible, most commonly used, and cheapest learning resources. It is a mine of information for language learners, providing them with knowledge about vocabulary, ranging from the most important things such as meaning, pronunciation, parts of speech, collocation and structure, to detailed information such as etymology and register (Nakamura, 2000). Its role does not stop at supplying information about vocabulary, but extends to assisting language learners in the comprehension and production of the text (Nation, 2001, p. 283). As for Wang (2007) "dictionaries for a foreign language learner are just maps in a tourist's hand. A language learner has to know how to use a dictionary…" (p.15). Wang (2007:18) also refers to Summers (1988), who concludes that dictionaries can help students learn words because they: a) present a powerful analytic tool in the organizing language, 2)

provide differentiation from other similar words, which are necessary for accurate comprehension, 3) help fix new vocabulary in the memory by drawing the user's attention to opposites or words with close meaning.

But, English language learners often ask their teachers about the kind of dictionary they should use in vocabulary learning and acquisition. It is not easy to answer such question because there are various factors that determine the type of dictionary in the process of language learning. There has been much debate on which dictionary is more suitable and beneficial but in this paper we would like to focus on the learners' use of monolingual and bilingual dictionaries and their effect on vocabulary learning.

Monolingual and bilingual dictionary use, literature review

A number of studies have been conducted in regard to the use of monolingual and bilingual dictionaries. A monolingual dictionary provides detailed and precise information about the words in the second language. From the English Monolingual Dictionary (EMD), students can learn many aspects of the English language, such as the meaning of words and phrases, spelling and pronunciation, word stress, words' part of speech, grammatical information about the word, the use of target word in context, its synonyms and antonyms, the register of the word etc. Berwick and Horsfall (1996) state "when used appropriately, the EMD can be a valuable learning resource for the ESL/EFL learners". Stein (1989) notes that EFL monolingual dictionaries "include explanations of meanings, specification of a word's grammatical behavior and the illustration of meaning and the syntactical use of a word with real language examples". EMD can also help learners to work independently and think in English. Boxer (1980) as cited in Hayati & Akram, (2006) claims that a MD not only demonstrates definitions but it also promotes fluency by offering definitions in context. Furthermore, Bejoint (1981) quoted in Scholfield, (1982) mentions that "those learners who use monolingual dictionaries would help them to get into the habit of thinking in the target language" Scholfield, (1982, p. 22).

But there are some drawbacks on the use of monolingual dictionaries. So, Thompson (1987) and Wingate (2002) as cited in Lew (2004, p. 4) argue that monolingual dictionaries have some limitations such as the definitions may be too difficult to understand, learners may pass over important information such as semantic restrictions of words, because they are not able to understand the basis of words and the grammatical structure can be complex. According to Yorio (1971) and Bensoussan et al. (1984), as cited in Hayati (2006, p. 126) MD-s often force students to guess and predict the meaning, and lead to doubt and confusion. They are likely to give a long and confusing description that might not suggest the intended and desired meaning.

A bilingual dictionary (BD) involves providing equivalents to the lexical units of one language by the lexical units of another language i.e. "coordinate with lexical units of one language those lexical units of another language which are equivalent in their lexical meaning." (Zgusta, 1971: 274). The use of BD has also been the focus of study for many researchers, too. Thompson, (1987) compares monolingual and bilingual dictionaries and concludes that "for learners below the level of advanced, the bilingual dictionary can do all the useful things that the monolingual dictionary can do; and it can do several of the things in a more efficient and more motivating way." (p. 286). According to Luppescu & Day's investigation (1993: 263) it has come out that BD-s may have a beneficial effect on vocabulary learning despite some trade-offs. Yorio (1971) and Bensoussan et al. (1984), as cited in Hayati (2006, p. 126) note "that BD-s seem to give students security of concrete answers". They offer valid support for comprehension and production; they are time-saving, straightforward and easy to use by students and users. But they also have some deficiencies. Wingate (2002; p. 24, as cited in Lew, 2004, p. 9) states that BD-s reinforce the learners' tendency to translate from native language and, by encouraging translation; they discourage learners from thinking directly in the foreign language. The translation equivalents may not be appropriate in certain situations and might cause confusion and ambiguity. They also do not help learners to develop their academic skills such as paraphrasing, and they give little information about semantically related words such as sense relations (synonyms, antonym, heteronyms, etc).

However, the role of dictionaries in EFL learning as sources of words and information about words is irreplaceable and unequal. They are effective tools at the hands of the FL learners to take control of their learning and to better acquire and produce new language.

Method of study

A total number of 40 second and third-year English Language students of "Fan S. Noli" University participated voluntarily in this study. They have been studying English as a foreign language for at least 6 to 7 years (including the years of study at the high school) and they are in the advanced level with a relatively good proficiency. As the aim of this study is to reveal how Albanian students of English use their monolingual and bilingual general English dictionaries, the use of a

questionnaire is believed to be a helpful instrument for this purpose. The models of Tomaszczyk's (1979), Yesun Ryu's (2006) and Arafat Hamouda's (February 2013) questionnaires were modified to fulfill the aim of this study.

The questionnaire consisted of two parts with a list of statements regarding issues on EMD and EBD, students' habit and attitude to their use, students' knowledge about the language learning resources available in both dictionaries, students' skills and difficulties in using them, as well as their favorite dictionaries and reasons for their preferences. Respondents were asked to choose the statement that they think is the appropriate one.

The first section of the questionnaire provides information about the respondents' interaction with the dictionary and their habit in using the dictionary, the second part analyzes dictionary use and their type, students' attitude about their usefulness, the kind of information they receive and difficulties in using a dictionary.

The questionnaire was administrated during the Text Analysis classes. Before its completion, students were well informed and instructed about the questionnaire and the aim of the study. The statements were rated according to the "Yes" or "No" alternatives or "Agree" or "Disagree" answers. The questionnaire results for the items questioned were calculated and then converted in percentage to give clearer results for the readers. The version of the questionnaire was given at the appendix by the end of the study.

Results

Part I -- Students' habits and attitude to dictionary use

Table 1/a

		Yes		No	
		Nr.	%	Nr.	%
1	Have you got a dictionary?	40	100%	-	-
2	Do you use the dictionary at school?	19	47.5%	21	52.5%
3	Do you use the dictionary at home?	40	100%	-	-
4	Do you think the dictionary is useful?	40	100%	-	-
5	Have you ever been taught how to use the dictionary?	21	52.5%	19	47.5%
6	Who recommended the dictionary you have?	Teacher	Bookshop assistant	Parents/friends	Searching the Inter.
		24	1	3/2	10

Table 1/a presents the answers to a yes or no question about whether the respondents owned a dictionary and used it at school or at home. It resulted that all of them (40) had at least one dictionary and used it mostly at home. As for its use at school, the data show that only half of them (19 /47.5%) happened to use it at school. This indicates that students may acquire the information they seek for from their English language teachers in their English classes. When asked about the importance of the dictionary use, they all were of the opinion that its possession and use is vital for everyone who wants to learn English but a considerable number of them (19/47.5%) were not given any instruction on how to use it.   In addition, only 24/60 % of them took into consideration their teacher's recommendation for their dictionary purchasing. This again reinforces the fact that almost half of the students (19) have not taken any lessons on how to use the dictionary from their English teachers.

 Table 1/b

Favorite type of dictionaries

		Monolingual		Bilingual	
		Nr.	%	Nr.	%
1	What type of dictionaries have you got?	32	80%	14	35%

2	Do you prefer a bilingual or monolingual dictionary?	29	72.5%	11	27.5%

Regarding the type of dictionary the respondents preferred, it was found that the majority of them (29/72.5%) liked to use a monolingual dictionary to bilingual one. This finding explains the importance the monolingual dictionary has "in helping students to get into habit of thinking in the target language" as Bejoint (1981) quoted in Scholfield (1982). It incites students to think and predict the meaning of the unknown word.

Part II   Types of dictionaries regarding language

Table 1/a   Agree   Disagree

		Nr.	%	Nr.	%
1	I like to use a monolingual dictionary	29	72.5%	11	27.5%
2	I like to use the English-Albanian bilingual dictionary	37	92.5%	3	7.5%
3	I like to use the Albanian-English bilingual dictionary	27	67.5%	13	32.5%

In response to what type of bilingual dictionary they prefer to use, 37 out of 40 students (92.5%) answered that they liked to use the English-Albanian dictionary. It was believed to be easier and more practical to use, offering comprehension security (competence) to students in general, whereas the Albanian-English dictionary was less used by them (67.5%). (It was found that the majority of students preferred the English-Albanian bilingual dictionary over the Albanian-English one)

Table 1/b Types of dictionaries regarding format

		Nr.	%	Nr.	%
1	I use Paper dictionary	36	90%	4	10%
2	I use Electronic dictionary	26	65%	14	35%
3	I use Online dictionary	18	45%	22	55%
4	I use small pocket booklet non-electronic dictionary	14	35%	26	65%
5	I use pocket electronic dictionary	16	40%	24	60%

Nowadays, dictionary users can find them in a variety of formats. Asked what type of dictionary they mostly used, it was noted that the most popular type that topped the list was paper dictionary (36/90%) and the least used was pocket booklet non-electronic dictionary (14/35%). Compared to online dictionary, the use of electronic dictionary came the second after the paper dictionary; more than half of the students (65%) would use them. This may be due to the fact that our students could find and purchase paper dictionary easier than electronic dictionary. However, about half of the subjects (18/45%) preferred to use Online dictionary, this because of its fast and easy way in use and the access they could have on the Internet.

Table 1/c Dictionary use for different language activities

		Nr.	%	Nr.	%
1	I use the dictionary when reading an English text	38	95%	2	5%
2	I use the dictionary during or after listening	15	37.5%	25	62.5%
3	I use the dictionary when I want to write in English	33	82.5%	7	17.5%
4	I use the dictionary when I speak or want to speak in English	8	20%	32	80%
5	I use the dictionary to translate from Albanian into English or from English into Albanian	37	92.5%	3	7.5%

Table 1/c presents how much the dictionary was used concerning language skills such as reading, listening, writing, speaking and translation. According to the data obtained from this table, it resulted that the respondents (38/95%) mostly consulted dictionary for reading purposes as it is considered to be one of the most important language activities. The frequency of dictionary use for translation purposes (37/92.5%) occupied the second place followed by writing (33/82%) and then by listening (15/37.5%) and the dictionary use for speaking activities is rated the last (8/20%).

Table 1/d Kind of information you look up in your dictionaries

		Nr.	%	Nr.	%
1	I use a dictionary to look up the meaning of a word or a phrase.	39	97.5%	1	2.5%
2	I consult a dictionary when I want to see some examples about the uses of a certain word	33	82.5%	7	17.5%
3	I use a dictionary to check for collocation	32	80%	8	20%
4	I consult a dictionary when I want to know the pronunciation of a vocabulary item	32	80%	8	20%
5	I use a dictionary for synonyms	31	77.5%	9	22.5%
6	I use a dictionary to check spelling	30	75%	10	25%
7	I use a dictionary to look up antonyms	29	72.5%	11	27.5%
8	I use a dictionary to find out whether a word is in common usage	22	55%	18	45%
9	I use a dictionary to find out what 'part of speech' a word is or the derivations of such vocabulary items	20	50%	20	50%
10	I use a dictionary to check the grammatical function/ structure of a vocabulary item	18	45%	22	55%
11	I use a dictionary for etymology	14	35%	26	65%

Table 1/d gives information looked up in the dictionary. Finding the meaning of a word was noticed to be the most looked-up information. This answer was given by almost all respondents (97.5%) and seems to be the same with the results of other studies on the dictionary use (Tomaszczyk, 1979; Bejoint, 1981). Consulting dictionary for the examples the new word is used in followed the meaning of the word (82.5%), and then came pronunciation and collocation at a rate of 80%. This finding highlighted the fact that pronunciation remains an important aspect in English language acquisition and students will always be in need of a dictionary to look for it. Synonyms, spelling, antonyms, common usage, derivation, grammatical function and etymology of new word were rated as it follows: 31 subjects out of 40 (77.5%) looked up a word for its synonym; it showed that respondents did not have good command on them; spelling occupied the fourth place in the bulk of information looked up (75%) followed by antonyms at a rate of 72.5%. Almost half of the students (50-55%) consulted the dictionary to gain information on the common usage and word formation of the word. While grammatical function and word etymology were not much looked up by the respondents (45%-35%) because the information students have acquired might have been gained either from other books or from their teachers.

Table 1/e Difficulties in dictionary use (while using)

		Nr.	%	Nr.	%
1	I cannot find the word sought.	15	37.5%	25	62.5%
2	It is difficult to find the information I want.	13	32.5%	27	67.5%
3	It is difficult to identify the right meaning in a polysemous word.	22	55%	18	45%
4	It is difficult to understand the definition.	7	17.5%	33	82.5%
5	I cannot use the dictionary whenever I want.	21	52.5%	19	47.5%
7	The information I found in the dictionary is insufficient.	13	32.5%	27	67.5%
7	It takes too much time to consult the dictionary.	19	47.5%	21	52.5%
8	Too few examples	16	40%	24	60%
9	Unclear examples	7	17.5%	33	82.5%
10	Failure to understand the pronunciation information	8	20%	32	80%

The results of students' difficulties while using a dictionary are given in Table 1/e. More than half of the respondents (55%) reported that they could not identify the right meaning in a polysemous word. This finding agrees with the study of Al-Fuhaid (2004), who found that his Saudi university students had difficulties in identifying the right meaning of a word within an entry. Another problem in dictionary use for our students was that they (52.5%) could not use it whenever they wanted (this might be for the inconvenience paper dictionary has in carrying it) and 47.5% of them were of the opinion that it takes much time to look up words in a dictionary. 16 out of 40 students (40%) considered the presence of few examples as one of the difficulties they encounter while using a dictionary. 32% - 37% of the students reported that they had difficulties in finding the information they were looking for or in finding the right word being sought. But for a few number of students (7-8/17; 5%-20%) the examples and pronunciation information were unclear. Rated at the bottom of the list, unclear examples and failure to understand pronunciation showed that they were not regularly encountered by the students and had a low level of difficulty for them.

Table 2/ a The purpose of using MD or BD   MDBD

		Nr.	%	Nr.	%
1	To understand an English word, e.g. during reading	29	72.5%	11	27.5%
2	To find Albanian equivalent for an English word, e.g. for translation	12	30%	28	70%
3	To check on how to use an English word that you already know, e.g., during writing in English	25	62.5%	15	37.5%

Asked about the purpose of using a MD or BD, it was revealed that respondents preferred to use the MD either to understand a word while reading or to check how to use it in writing (72.5%-62.5%). BD was mainly used for translation.

Table 2/ b The frequency of using MD or BD

		Always		Often		Sometimes		Never	
		Nr.	%	Nr.	%	Nr.	%	Nr.	%
1	How often do you use a monolingual English dictionary?	14	35%	13	32.5%	13	32.5%	0	0
2	How often do you use a bilingual dictionary?	5	12.5%	12	30%	21	52.5%	2	5%

Research findings showed that a monolingual dictionary was overused compared to bilingual one in terms of frequency. 67.5 % (27 out of 40) of the students used the monolingual dictionary always or often while a bilingual dictionary was used at a rate of 42.5 %. More than half of the subjects (52.5%) declared that it was used only sometimes. Although the difference in the number of students using monolingual to bilingual dictionary was not a big one (great), it again highlighted what Baxter has stated. According to him a monolingual dictionary not only creates an impression that there is always an alternative way to express a lexical item by definition, but it also gives a language learner the practical means to do so (Baxter, 1980, p. 334). This in turn develops learners' fluency as when they get used to the alternative method of providing definitions, they will no longer encounter problems when seeking a certain lexical item (Baxter, 1980, p. 330). This finding might also be based on the argument that the respondents are actually in the advanced level of studies and have already passed that period of study when they preferred to use the bilingual dictionary.

Conclusion

This paper aimed at identifying the type (EMD and EBD) of dictionary used by our EFL students, their preferences, attitude, frequency and difficulties in their use, the language information looked up and the formal training they had taken on the dictionary use. Though there might be some limitations on the research findings because of students' level of English language proficiency, it was revealed that:

almost all students owned one or more than one MD or BD from which they preferred the monolingual one

although they uniformly were aware of dictionary usefulness, half of them (52.5%) disagreed to have received any formal training on their use

60% of the respondents based their decision to purchase a dictionary on the recommendation of their English teacher

all students admitted that dictionary was much more used at home than in English classes

in terms of language, 92.5% of the students favored the use of English-Albanian bilingual dictionary over Albanian-English language

regarding dictionary format, paper dictionary was the most frequently used (90%) followed by electronic dictionary (65%) and online dictionary which was used by a considerable number of students (45%). The least used dictionary was revealed to be the small pocket non-electronic dictionary at a rate of 35%.

reading English texts was the main language activity which required frequent dictionary use by 95% of the respondents, followed by translation activity (92.5%) and writing activity by 82.5%. The least frequent use of a dictionary was when students were asked to speak in English (8 out of 40 or 20%).

Among the 11 items of information students looked up in the dictionary, was the meaning of the word (97.5%) followed by examples (82.5%), pronunciation and collocation (80%), synonyms (77.5%), spelling (75%) and antonyms (72.5%). Only a small number of students (35%) consulted a dictionary for etymology.

students encountered some difficulties while using a dictionary. Finding the right meaning of a word topped the list of difficulties (55%). About half of them (21 st.) found it difficult to use a dictionary whenever they wanted or much time consuming (19 st.).

MD was mainly used to find the meaning of a word and its use while BD was used for finding the word equivalent in L2.

MD use prevailed BE use at a rate of respectively 67.5 % versus 42.5%

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Appendix   Questionnaire

Part I -- Students' habits and attitude to dictionary use

This questionnaire is about English Dictionaries' (either monolingual or bilingual) use in language learning. It aims to collect information on general knowledge about the types of dictionaries and investigate the attitudes and skills in using them, the reasons for their use, the difficulties and the favorite type of dictionary.

- Have you got a dictionary? YesNo

- What type of dictionaries have you got? MonolingualBilingual

- Do you prefer a bilingual or monolingual dictionary? MonolingualBilingual

- Do you like paper or electronic dictionary? PaperElectronic

- Who recommended the dictionary you have?

your teacherthe bookshop assistant   your parents   a friend   by searching the internet

- Do you like to use a dictionary?YesNo

- How often do you use it?

  frequentlyrarely   3-5 times a week   once a week   never everyday

- Do you use the dictionary at school?YesNo

- Why do you use the dictionary at school?

_____

_____

- Do you use the dictionary at home?YesNo

- Why do you use the dictionary at home? (homework, preparation, study for exam, read stories, library, etc.)

_____

_____

- What are the skills you use the dictionary for?

  readingwritinglisteningspeaking

- Do you think the dictionary is useful? YesNo

- Have you ever been taught how to use the dictionary? Yes No

Part II   Agree   Disagree

Types of dictionaries regarding language

I like to use a monolingual dictionary

I like to use the English-Albanian bilingual dictionary

I like to use the Albanian-English dictionary

Types of dictionaries regarding format

I use Paper dictionary

I use Electronic dictionary

I use Online dictionary

I use small pocket booklet non-electronic dictionary

I use pocket electronic dictionary

Frequency of dictionary use for different language activities

I use the dictionary when reading an English text

I use the dictionary during or after listening

I use the dictionary when I want to write in English

I use the dictionary when I speak or want to speak in English

I use the dictionary to translate from Albanian into English or

from English into Albanian

Kind of information you look up in your dictionaries

I use a dictionary to look up the meaning of a word or a phrase.

I use a dictionary for synonyms (similar words).

I use a dictionary to look up antonyms (the opposites).

I use a dictionary to check spellings

I consult a dictionary when I want to know the pronunciation of a vocabulary item.

I consult a dictionary when I want to see some examples about the uses of a certain word.

I use a dictionary to find out what 'part of speech' a word is (i.e., n., v., adj., etc.) or the derivations of such vocabulary items.

I use a dictionary for etymology.

I use a dictionary to find out whether a word is in common usage.

I use a dictionary to check for collocation, i.e., words and phrase that go with a vocabulary item

I use a dictionary to check the grammatical function/structure of a vocabulary item.

The difficulties in dictionary use

Difficulties while using dictionary

I cannot find the word sought.

It is difficult to understand the definition.

It is difficult to identify the right meaning in a polysemous word.

It is difficult to find the information I want.

I cannot use the dictionary whenever I want.

The information I found in the dictionary is insufficient.

It takes too much time to consult the dictionary.

 Too few examples

Unclear examples

Failure to understand the pronunciation information

The purposes of using MD or BD

1. What kind of dictionary would you normally use for each of the following purposes?

1) To understand an English word, e.g. during reading

English monolingual_____ Bilingual_____

2) To find Albanian equivalent for an English word, e.g. for translation

English monolingual_____ Bilingual_____

3) To check on how to use an English word that you already know,

e.g., during writing in English

English monolingual_____ Bilingual_____

4) Other (please specify) _____

English monolingual_____ Bilingual_____

5) How often do you use a monolingual English dictionary?

always_____ often _____ sometimes_____ never_____

6) How often do you use a bilingual dictionary?

always_____ often _____ sometimes_____ never_____

Assessing the Student's Knowledge in Informatics Discipline Using the METEOR Metric

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Abstract

1970s could be considered a frontier since when the computers became accessible to the large mass of users and not only to a restricted segment of the academic society. As a consequence after 1970s, in the next three decades, the computers use has been extended to all domains of activity. In fact, at present can be stated that there is no industry, no activity, no school, no process etc. which has not involved the computer in their development. The higher education organizations didn't take any exceptions and enrolled themselves within the course of events and proceeded to capitalize on the computers use benefits. Many researchers driving different research programs have proved over the time that the computers are the solution to many fundamental and pervasive problems of the educational process. One of these problems is the learning performances measurement. Regardless the educational program proposed or the size of the higher education organization, the performances achieved are still to be measured. The students' knowledge achieved after a teaching and learning cycle is ended have to be assessed in order to establish the course of actions to be taken and to ensure on one hand the proper environment for having a continual improvement of the teaching and learning cycle and, on the other hand, to understand if the teaching and learning objectives of both, teachers and students, have been achieved. One of the greatest achievements obtained during the computers use expansion era was the development of the Intelligent Tutoring Systems (ITSs). Considered at the very beginning of their existence as too complex nowadays, the ITSs are not anymore considered just a fancy tool but are considered the future of many domains. Education is one of these domains which look to have full benefits from the use of the ITSs. Moreover, the Natural Language Processing (NLP) has been brought in the loop of the ITSs development-continual improvement process and integrated successfully within various activities requirements. During the time have been demonstrated that whenever was possible to develop ITSs using Natural Language Processing techniques, than the benefits become even greater then in the case of a classic ITS. This paper, is briefly presenting an ITS that uses NLP techniques developed to teach and learn the course of Computers Programming and C Language, part of the Basics of Informatics curriculum, deemed to provide students with general knowledge about programming of computers and C language. Also, this paper addresses the possibility to use the Metric for Evaluation of Translation with Explicit Ordering (METEOR) as an option for student's knowledge assessment module.

Introduction

Use of ITSs within educational programs proposed by higher education organizations has received a significant attention in the past decades and has virtually blossomed since the Information Technologies and Communications (ITC) developments have invaded the market with really useful gadgets, cheap enough to be affordable to large mass of users, sufficiently feasible to be used for an easier access to large quantities of information from any domain of activity, offering very user friendly interfaces so no need having advance knowledge in computers use domain and also, heavy-duty equipped from manufacturers side than any software could work properly and could communicate at speeds unimaginable some years ago. Nowadays, most of the people afford to purchase at least one such gadget. Either a smartphone, or a tablet, or any of the laptops versions (i.e., notebook, ultrabook etc.) could be easily found in the hands of most of the users. Great benefits were supplied at hand to all users and education of any level should take all possible advantages from such developments.

The author of this paper considers that among all the opportunities offered by hardware developers and consequently, by the software developers, there is still room for improvement and looks to propose a new approach in students' knowledge assessment within the higher education organizations educational programs. ITSs and NLP are not new in education but the use of these in higher education curriculums, separately or together, don't have a very long history. The author believes that disciplines such us Informatics could benefit from the use of NLP techniques within teaching-learning-assessment cycle and started years ago a complex research journey to understand how ITSs and NLP techniques can be brought to work together and how other domains than the ones already using ITSs and NLP could benefit from a such challenging blend.

This paper is presenting briefly, the theoretical part of the final product developed by the author, product which it's proposed for usage within the teaching-learning-assessment cycle of Computers Programming and C Language course, part of the Basics of Informatics curriculum.

ITSs that Uses NLP Techniques

Motivation for ITSs Use within Teaching and Learning

As highlighted by Woolf (2009), for centuries the main forms used for education were the classrooms and the books. Nowadays, the classrooms and the books are still used as main methods to teach and learn but also, the computers have been integrated together with other items provided by ITC. Why the evolution of education has involved the use of computers and ITC gadgets? The answer is offered by figure 1 (Woolf, 2009).

Considered by Woolf (2009) as a "passive method" (p.14), the classroom method it is not considered as a very effective method (Woolf, 2009; Waterman, Matlin, and D'Amore 1993). As stated by Woolf (2009) only "the top fourth of each class, often motivated and gifted students" (p.14) are successful at the end of a teaching and learning cycle. As a support to his conclusions Woolf has adapted the "summative achievement scores vs. students" (p.15) graph from Bloom (1984). The graph has been reported in a study published by Bloom (1984) and is presenting the various ratios of student achievement in different education environments. According to Woolf and Bloom (as cited in Woolf, 2009), in a classroom environment (teacher presenting the course in front of 30 students, teacher/student ratio: 1:30), the student achievement is different from the one-on-one tutoring environment (teacher/student ratio: 1/1). The graph from figure 1 shows by bell curves that the achievement is around a 50% for traditional classroom education and is increasing significantly to a 98% for one-on-one teaching environment.

In conclusion, based on the graph from figure 1, the best performances could be obtained through one-on-one tutoring comparing to traditional education system (the conventional classroom). As a matter of fact, the figure 1 graph has been proved to be realistic by the results obtained through different studies, studies which have evaluated the promises made by innovations and advances of ICT and use of computers in education. Two of these promises, and which could be considered extremely profound and critical for a successful teaching and learning cycle, were:

(a) to engender teaching and learning for all, and, (b) to increase as much as possible the students' performances at individual level.

These promises, as it was highlighted by Woolf (2009) and also by Shute (1991a) were kept and the success was proved after ITSs have been taken onboard and implemented within educational programs. The ITSs were developed based on the resources made available by ITC and Artificial Intelligence. Specialists, researchers and developers acting in the education domain have looked to develop systems capable to provide high quality and effective one-on-one teaching and learning environments.

One of the first meta-studies published in 1991 by Shute (1991b), at the end of the first decade of ITSs use for teaching and learning, shows clear improvement when one-on-one tutoring method has been used. According to Shute (1991b), an evaluation of four ITSs has been performed in order to check the efficiency of those ITSs within the military educational programs. The four ITSs evaluated were: LISP tutor developed by Anderson, Farrell, and Sauers (1984), Smithtown developed by Shute and Glaser (1991a), Sherlock developed by Lesgold, Lajoie, Brunzo, and Eggan (1990) and PASCAL ITS developed by Bonar, Cunningham, Beatty, and Weil (1988), (all cited in Shute, 1991b). The results published by Shute (1991b) show that the performances obtained through conventional teaching and assessment, verbal testing and "paper-and-pencil examination" (p.4), are far lower than the performances obtained through the use of any of the four ITSs, while the comparison between the four ITSs shows similar performances. As an example, the ITS Sherlock, "which provides a coached practice environment for an electronics troubleshooting task" according to authors (Lesgold et al., 1990; as cited in Shute, 1991b, p.4) was used on two groups, one which was receiving on-job training for twenty hours and one group which received same training through the ITS for the same time period. The on-job training group has achieved a rate of success, at the end of the training of 58.9% while the group using the ITS obtained a rate of success of 82.2% (Shute, 1991b).

Another meta-analysis, more recent (Steenbergen-Hu and Cooper, 2014), "synthesizes research on the effectiveness of intelligent tutoring systems (ITS) for college students" (p.331). The analysis has been carried out based on 39 studies performed on 22 different ITSs used within higher education programs (Steenbergen-Hu and Cooper, 2014). Among ITSs taken into consideration by Steenbergen-Hu and Cooper (2014) were enumerated: AutoTutor, Assessment and Learning

in Knowledge Spaces and eXtended Tutor-Expert System. The main conclusions of the meta-analysis from Steenbergen-Hu and Cooper (2014) study were:

(a) Can be considered that the ITSs, in general, have a positive moderate effect on students learning, and, (b) The ITSs proved uniformity from the viewpoint of effectiveness regardless the domain/discipline sighted or the ITSs involvement degree in teaching, learning and assessment. The performances obtained by using various ITSs were similar, (c) The ITSs analyzed proved the capability to achieve higher performances than the ones obtained through conventional teaching, learning and assessment, (d) Earlier studies consulted reported that ITSs effectiveness was greater than in the more recent studies consulted.

The above referenced analysis and their conclusions are considered by the author of this paper a sufficient motivation for the use of ITSs within higher education programs. In fact, nowadays, the ITSs could be considered a very important, powerful and effective tool for assuring that the large quantities of data and information which have to be processed by both, teachers and students, during the educational programs, are processed, assimilated and, later, practiced properly.

NLP and ITSs

The NLP as it is understood these days, same like ITSs don't have a very long history. The beginning is considered to be the year 1950 when, according to Wikipedia (Natural Language Processing, n.a., 2014), the first article related to computing machinery and intelligence was published. Afterwards developments and advances have led in 1980s to the beginning of a new revolution in NLP being introduced the "machine learning algorithms for language processing" (Natural Language Processing, n.a., 2014). Since then the machine translations breakthrough many domains but, still not very well present and implemented in some other important domains (i.e., industries training of personnel activating in various industries, higher education in physics, mathematics, and informatics etc.).

Advances in NLP machine learning algorithms have increased significantly the area of research and the number, type and variety of tasks proposed to be researched in this domain. The author considers sufficient to enumerate few of the most important tasks proposed by researchers, and highlighted in the Wikipedia dedicated Web page (Natural Language Processing, n.a., 2014) such as: natural language generation and understanding, machine translations, discourse analysis, questions answering, information extraction, speech and word segmentation etc..

Taking into consideration the advantages offered by NLP the researchers considered NLP as an option to be used within ITSs. Several ITSs have been developed and implemented with a certain rate of success, and from these ITSs could be mentioned: iSTART - Strategy Trainer for Active Reading and Thinking (McNamara, Levinstein, and Boonthum, 2004), ExtrAns – Extracting Answers from Technical Texts Question-Answering System (Molla, Schwitter, Rinaldi, Dowdall, and Hess, 2003), C-Rater – Short-Answer Questions Scoring System (Leacock and Chodorow, 2003), (all cited in Boonthum, Levinstein, McNamara, Magliano, and Millis, 2009), RACAI's Question Answering System (Tufiş, Ştefănescu, Ion, and Ceauşu, 2008b) etc.

According to Boonthum et al. (2009), at present, two are the main challenges in regards of ITSs that uses NLP and implemented in higher education programs, these being as follows:

(a) Students' knowledge assessment based on the NLP techniques, (b) To assure that proper feedback it is provided to students while learning and also, properly guide the students to improve based on the assessments results.

Same Boonthum et al. (2009) considers that the above challenges could be resolved using NLP techniques such as: word-matching, latent semantic analysis (Landauer, Foltz, and Laham, 1998, as cited in Boonthum et al., 2009) and topic models [Steyvers and Griffiths, 2007, as cited in Boonthum et al., 2009).

The author of this paper performed a research of the options to design, develop and implement an ITS that uses NLP to teach and learn the basic in Informatics and concluded that this is possible. Therefore, the author has designed and developed an ITS for teaching and learning the course of Computers Programming and C Language (Dobre, 2013a, 2013b, 2014a, 2014b, 2014c).

METEOR Metric

As stated by Lavie, Sagae, and Jayaraman (2004) and by Agarwal and Lavie (2008), METEOR has been released in the year 2004 by a group of researchers from Language Technology Institute School of Computer Science from Carnegie Mellon University, with the declared purpose defined by Banerjee and Lavie (2005): "to improve correlation with human

judgments of MT quality at the segment level" (p.66). In fact, as explained by Wikipedia, METEOR has been designed and developed due to the necessity to solve some of the issues noted after quite popular metrics such as: BLEU (developed by IBM), and NIST (a BLEU derivate) were used (METEOR, n.a., n.d.). Same Web page from Wikipedia defines METEOR as "a metric for the evaluation of machine translation output" (METEOR, n.a., n.d.). Agarwal and Lavie (2008) explained that "Meteor evaluates a translation by computing a score based on explicit word-to-word matches between" (p.115) a candidate text and a given reference text.

The METEOR metric is using same like BLEU and NIST metrics, a reference text to which is compared the candidate text. Also, METEOR metric has the capability to compare the candidate text to more than one reference text in case more than one reference text is available. The comparison is done independently for each reference text and the candidate text it's scored against each reference text. METEOR will select the best scoring obtained.

As explained by developers, METEOR is capable to create a word alignment between the two texts and to realize a map between the texts words, "such that every word in each string maps to at most one word in the other string. This alignment is incrementally produced by a sequence of word-mapping modules. The "exact" module maps two words if they are exactly the same" (Agarwal and Lavie, 2008, p.115, 116).

In order to compare the reference text with the candidate text is necessary to use the so called "n-grams" (Dobre, 2013a; and Callison-Burch, Osborne, and Koehn, 2006; Papineni, Roukos, Ward, and Zhu, 2002 as cited in Dobre, 2013a). The n-grams are defined like "groups of n consecutive words rated as units of measure" (Dobre, 2013a, p.61) and were introduced by the developers of BLEU metric. More detailed various researchers defined similarly the grams as follows: "1-gram means that a word is considered as unit of measure, 2-grams means that two words are considered units of measures and so on" (Callison-Burch et al., 2006; Papineni et al., 2002, as cited in Dobre, 2013a).

METEOR developers, according to Banerjee and Lavie (2005), have designed the metric in a way that was possible to perform an "alignment" (p.117) of the candidate text and reference text. The alignment is defined by Banerjee and Lavie (2005) "as a mapping between unigrams, such that every unigram in each string maps to zero or one unigram in the other string, and to no unigrams in the same string. Thus in a given alignment, a single unigram in one string cannot map to more than one unigram in the other string" (p.117). The alignment is realized in two phases. In the first phase are listed all possible unigram (1-gram) mappings between the candidate text and reference text, this being realized by an external module. As a general example, if a word is identified once in the candidate text and twice in the reference text than the external module will list "two possible unigram mappings" (Banerjee and Lavie, 2005, p.117), one for each appearance of the word. However, the metric will map exactly the word and will not map derivates of that word with the original word. In the second phase, the unigrams mapped are collected in subsets and largest subset it is selected as the resulting alignment set, which means according to Banerjee and Lavie (2005) that "each unigram must map to at most one unigram in the other string" (p.118). It is possible that there will be more than one subset which could be selected as alignment. In such case the metric will select as resulting set the one having "the least number of unigram mapping crosses" (Banerjee and Lavie, 2005, p.118).

Banerjee and Lavie (2005) also considered that "two unigram mappings […] are said to cross if and only if the following formula evaluates to a negative number" (p.118). The formula referenced is presented as equation (1):

$$(pos(t_i) - pos(t_k)) * (pos(r_j) - pos(r_l))_{(1)}$$

where: ti and rj are one unigram, tk and rl are another unigram, pos(tx) is the numeric position of the unigram tx in the candidate text and pos(ry) is the numeric position of the unigram ry in the reference text (Banerjee and Lavie, 2005, p.118).

During each stage, according to Banerjee and Lavie (2005), the metric will map only those unigrams "that have not been mapped to any unigram in any of the preceding stages" (p.118). After "all the stages have been run and a final alignment has been produced between" (p.118) the candidate text and the reference text, the metric will score as follows:

(a) The first unigram precision, noted with P, is a ratio calculated between the number of unigrams from the candidate text that are mapped to the unigrams from the reference text, and the total number of unigrams from the candidate text, (b) Same way, the unigram recall, noted with R, is a ratio of the number of unigrams from the candidate text that are mapped to the unigrams from the reference text, and the total number of unigrams from the reference text, (c) As per Banerjee and Lavie (2005), the third step is to calculate the Fmean "by combining the precision and recall via a harmonic-mean (van Rijsbergen, 1979) that places most of the weight on recall" (p.118). Therefore, was developed equation (2) by using the "harmonic mean of P and 9R" (p.118):

$$F_{mean} = \frac{10PR}{R+9P}$$

(2)

Unigram precision P, unigram recall R and Fmean "are based on unigram matches. To take into account longer matches, METEOR is computing a Penalty for a given alignment" (Banerjee and Lavie, 2005, p.118). In order to calculate the Penalty, according to Banerjee and Lavie (2005), METEOR metric will group all unigrams from the candidate text which are mapped to unigrams from the reference text, "into the fewest possible number of chunks such that the unigrams in each chunk are in adjacent positions" (p.118) in the candidate text, "and are and are also mapped to unigrams that are in adjacent positions" (p.118) in the reference text. Same researchers stated that "the longer the n-grams, the fewer the chunks, and in the extreme case where the entire system translation string matches the reference translation there is only one chunk" and, vice-versa, "if there are no bigram or longer matches, there are as many chunks as there are unigram matches" (p.118). The Penalty was calculated by Banerjee and Lavie (2005) using equation (3) below:

$$Penalty = 0.5 * \left(\frac{\#chunks}{\#unigrams\_matched} \right)^3$$

(3)

At the end, the METEOR metric will calculate the Score by using equation (4) below (Banerjee and Lavie, 2005, p.119):

$$Score = F_{mean} * (1 - Penalty)$$

(4)

The METEOR developers explained that "this has the effect of reducing the Fmean by the maximum of 50% if there are no bigram or longer matches" (Banerjee and Lavie, 2005, p.119). For a single candidate text, METEOR will calculate the Score as per above equations for each reference txt which is available and after will select the best score as the final score. Overall Score for a candidate text it is calculated by METEOR in the same way like other metrics do (i.e., BLEU), "based on aggregate statistics accumulated over the entire test set" (Banerjee and Lavie, 2005, p.119). To calculate the aggregate score, same equations (1), (2), (3), and (4) shall be used in order to obtain the aggregate P, aggregate R, aggregate Penalty (Banerjee and Lavie, 2005).

Another aspect which it's considered very important by the author of this paper is the superiority of METEOR metric comparing to results obtained by using BLEU or NIST metrics. The author considers sufficient to highlight the "human/METEOR correlation" value as presented in (Banerjee and Lavie, 2005, p.119) and which was obtained based on the evaluation performed by the developers of the METEOR metric. The value obtained was 0.964 while "human/BLEU correlation" value obtained was 0.817 (Banerjee and Lavie, 2005, p.119, table 1).

Student's Knowledge Assessment Using METEOR Metric

Proposed ITSs Structure – Brief Overview

The author of this paper has presented more in detail the proposed ITS structure in previous papers (Dobre, 2013a; Dobre, 2014a; Dobre, 2014c), therefore, for the purpose of this article will only briefly mention few important aspects which bridge the proposed specialized ITS with the personal contribution of the author, the students knowledge assessment system, using METEOR metric and which has been incorporated in the Tutoring module. Proposed ITS structure is the same like the classic ITSs structure. The structure used by the author of this paper is presented in figure 2 and was adapted from Nwana (1990).

The conventional four modules: Domain module (contains the definitions, rules, concepts etc.), Student module (collects, selects, makes available various information about students), Tutoring Module (encloses the teaching strategies, the courses to be taught - learnt, the students knowledge assessment system etc.) and Communication Module (provides the communication tools between the parties involved in the use of the ITS), have been designed and developed to cover the teaching, learning & assessment cycle for the course of Computers Programming and C Language (Dobre, 2013a; Dobre, 2014a; Dobre, 2014c).

The proposed ITS was developed using free public license JavaFX technology and for the data bases management has been used MySQL (Dobre, 2013b; Dobre, 2014c). Also, apart these tools were used the METEOR metric together with word-to-word matching NLP technique and the Morphosyntactic tagger Web Service located on the server of Research Institute for Artificial Intelligence "Mihai Drăgănescu" (RACAI), Romanian Academy (Dobre, 2013a; Dobre, 2014a; Dobre, 2014b; Dobre, 2014c, and Tufiş, Ion, Ceauşu, and Ştefănescu, 2008a; Tufiş et al., 2008b; Ion, 2007; Morphosyntactic

tagger Web Service from RACAI, n.d., referenced in Dobre, 2014b). For the presentation of the lessons part of the course of Computers Programming and C Language has been used the pdf format which could be easily accessed through Adobe Reader (free public license software). Also, the author considers important to highlight that the ITS it's developed in Romanian language, and all features, documentation etc. are available exclusively in Romanian language.

Proposed Students' Knowledge Assessment System

Initially, the author used the BLUE algorithm to develop the assessment module but after a series of "in-house" tests have identified a series of issues. Therefore, the author decided to review the assessment module and to use the METEOR metric as for students' knowledge assessment (Dobre 2013a; Dobre 2014b; Dobre, 2014c). The metric has been accessed from the address provided by Denkowski and Lavie (2011) and used as provided. No deviations of the METEOR metric have been used. The version used was version 1.4, this version being available in several languages as follows: English, Arabic, Czech, Danish, Dutch, Finnish, French, German, Hungarian, Italian, Norwegian, Portuguese, Romanian, Russian, Spanish, Swedish, and Turkish (Denkowski and Lavie, 2011).

Students' assessment is performed through tests which could be accessed by students after they complete the teaching cycle for each lesson (chapter) made available by Administrator. Each test has a set of questions and a certain time (established by Administrator) for student to answer all questions. The questions are text type and the students answers have to be provided under a text form. The calculations are performed separated, for each question, and at the end through equation (5) it is calculated the final score.

To calculate the score obtained by a student to one question, noted Intr, from any test available in the system, the following algorithm, noted Alg1, steps will be taken by the proposed system:

Step 1 – The student answer text (the candidate text) to the question Intr it is processed using the RACAI Web service for the diacritics and capital letters restoration, if applicable, this service being accessed online, by the proposed ITS, at the RACAI server (RACAI Web service for the diacritics and capital letters restoration, n.d.).

Step 2 – The result obtained through Step 1 it is processed using the Morphosyntactic tagger Web Service located on the RACAI server (Tufiş et al., 2008a; Tufiş et al., 2008b; Ion, 2007; Morphosyntactic tagger Web Service from RACAI, n.d.). Using the RACAI service, the text it is divided firstly at phrase level and after at word level. Afterwards, the words are morpho-syntactic annotated and for each annotated word it is obtained the word lemma.

Step 3 – It is applied the Step 1 to the reference text which is the correct answer uploaded previously by the Administrator to the question Intr, and using the RACAI Web service for the diacritics and capital letters restoration, with the same scope to restore the diacritics and capital letters as applicable (RACAI Web service for the diacritics and capital letters restoration, n.d.).

Step 4 – It is applied Step 2 for the text processed through Step 3, text pertaining to the reference text (correct answer to the question Intr). For the reference text it is obtained each text word lemma.

Step 5 – It is accessed online the Web service METEOR (Denkowski and Lavie, 2011) and the service will consider: e1) the candidate text – the text consisting form the succession of lemmas obtained at Step 2, and e2) the reference text – the text consisting form the succession of lemmas obtained at Step 4.

Step 6 – Using below equation (5) it is calculated the score for question Intr:

$$Scor_{Intr} = 10 * ScorMeteor \quad (5)$$

To calculate the score obtained by a student to a test, noted Test, and which contains a number of questions noted NrIntrTest, has been defined and implemented the below steps of the algorithm noted Alg2:

Step 1 – Attribute value zero to test score, than will have equation (6):

$$Scor_{Test} = 0 \quad (6)$$

Step 2 – For I = 1, NrIntrTest,, +1, execute equation (7):

$$\text{Attribute} \quad Scor_{Test} = Scor_{Test} + Scor_i \quad (7)$$

where, Scori is the score obtained for the question i applying the algorithm Alg1.

The score obtained through the METEOR metric is a number in the range 0 to 1. Taking into consideration this, the score obtained by the student to one question (result obtained using the algorithm Alg1, at Step 4), is a number in the range 0 to 10. Also, if the number of questions part of test, noted NrIntrTest, is 10, by applying algorithm Alg2 for a test could be obtained a score which is a number in the range 0 to 100. Thus, the student could consider that passed a chapter (lesson) and could go to the next one only if the final score obtained for a chapter is a number in the range 50 to 100. Contrary, the student has to retake the learning cycle of the chapter with the testing phase failed.

Conclusions

The ITSs have proved that could be a reliable tool for improving the performances achieved by all parties involved in the educational process. This paper is presenting a part of the results obtained by the author during the research performed in the domain of ITSs using NLP. The proposed assessment system, a system using the NLP algorithms and applicable for assessing the students' knowledge achieved by them at different stages of teaching-learning and at the end of teaching-learning cycle for a discipline from Informatics domain, it is the personnel contribution of the author of this paper. The author considers that students' knowledge assessment systems using NLP algorithms offer several advantages (i.e., assessment objectivity, teaching-learning cycle centered on the students etc.) against the traditional assessment methods, and which advantages can be used not only for the classic translation machines, dictionaries etc. but also for other educational domains. At present, tutoring system, including the assessment system proposed by the author, it's under in-house evaluation and tests are currently carried out in order to compare the results obtained using METEOR metrics with the ones obtained in a previous research with the BLEU algorithm.

Future work will refer to the capability of the system to offer the services of both NLP algorithms, METEOR and BLEU, within the same ITS, than the Administrator will have the option to choose which one will be used as well as will refer to the possibility to have the proposed system available for use online from any server.

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Figures

Figure 1. Advantages of One-on-One Tutoring, as presented by Woolf (2009), adapted by Woolf from Bloom (1984) and reprinted by permission of Sage Publications Inc. in Woolf (2009, p.15)
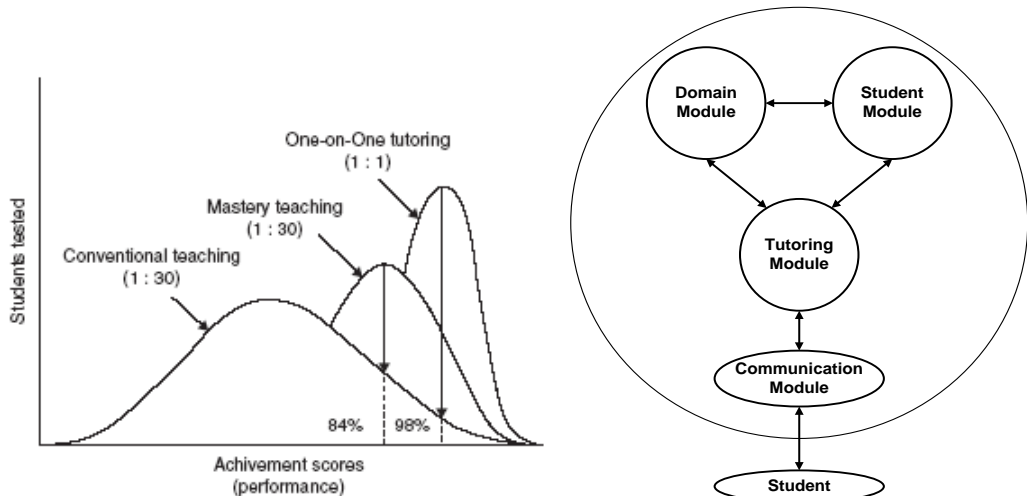
Figure 2. ITS general structure, adapted from Nwana (1990, p.257)

Abbreviations:

n.a. – no author,

n.d. – no date

Indictment and its constituent components

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Abstract

This paper focuses primarily on the treatment of the indictment and its constituent components, considering it as a tool for the protection and realization of individual rights. Indictment Institute discloses an even more special interest. Indictment Institute discloses an even more special interest on various studies and treatments. In specific periods in the development of society, starting from the Roman period, in which it originated and then followed by the period Ottoman, in which this institute was obviously improving to the present days , analyzing the issues of the concept of the claim, its types, interest to act in judgment, filing a petition as well as its constituent elements . Through this paper I clearly highlight that the indictment institute is considered as a one of the oldest institutions in the development of society. The focus of any democratic state is precisely the protection of human rights and fundamental freedoms, whether pecuniary or non-pecuniary and exactly for this reason serves the investment of the courts, through the institution of the indictment to seek the protection of these rights in case of their breach.The civil lawsuit along with its constituent elements is a legal institution which ensures the protection of individual rights of persons from any violation or violations that may occur as a result of the actions of third parties. The study includes treatment of legal doctrine, classifying the claim in terms of procedural and substantive concept. In material terms, the claim implies that kind of legal power that a person has to seek the realization of a civil right against another person regardless or against his will, while the procedural concept has the legal power to invest the court for recognition or restoration of a right denied or violated by another person, ie civil lawsuit on procedural sense is a means of protection of a right through the court.

Keywords: Lawsuit, procedural capacity, claim petition, the parties, the legal doctrine.

INTRODUCTION

Protection of human rights and fundamental freedoms, which includes those with pecuniary and non- pecuniary character, continues to be one of the main focuses of any democratic state. Various historical records attest to the protection of these rights since the time of primitive societies regardless of their organizational form.

In different historical periods lawsuit is labeled as a mean for the protection and realization of subjective rights. For this reason, this institute is always interesting for further studies and treatments. On this topic I intend to treat also procedural protective means of the respondent, to provide the meaning of a civil judicial process, on one side of which lies the petitioner with his requests, and on the other side of lies the respondent with his objections against petitioner. For the purpose of this topic, the structure of the paper contains four chapters starting with a historical overview of the lawsuit wherein the lawsuit is treated since the Roman period in which there is its origins, followed later by the Ottoman period where institutes of lawsuit, where the institute of the lawsuit by the course of time was being improved since the time it was created and by completing this historical overview with the current state of nowadays about this institute followed by the meaning and types of lawsuit, the elements of the lawsuit, interest in acting to judgment, contents of filing a lawsuit, the procedural means of protecting the respondent, impeachments and counterclaim.

1. HISTORICAL OVERVIEW ON INDICTMENT INSTITUTE

The lawsuit is one of the oldest institutes and one of the main tools for the protection and restoration of the subjective right. "Among primitive peoples, the disputes were resolved through the use of violence. Later, during a second phase, the magical-religious beliefs impose a forced submission to the rites and ceremonies in duels or in the judgments of the Lord.

These rites of disputes character controlled by priests presented the will of gods in favor of him who had performed these rites in the most perfect way.".1

In subsequent periods, the disagreement began to be resolved through vigilantism. Subsequently, the use of violence began to be limited due to a decree issued by Marcus Aurelius. "This decree ruled that creditors should always be

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1Roman Law.Arta Mandro, p.450.

addressed to the judges for their claims against debtors" because if they intervene on the property of debtors, without the permission of anyone, lose their their right to credit".1

In the post-classical law was necessary to address at legal bodies for recognition or sanctioning rights.

Recognition or sanctioning rights was required by the legal bodies through action, or otherwise claimant. In the Roman law, "Celsus has given this definition," the lawsuit is nothing else than the right to legally ask what someone owes you. ""Since that time, the lawsuit is considered as a plaintiff's legal action in order to ensure a favorable final decision for him".2

The right to lawsuit was closely associated with interest, because just having an interest; they can set in motion a certain process.

" The active legitimacy consisted in the right availability of filing suit in your favor, while the passive one, on being sued as a result of creating concerns in the exercise of real rights or due to failure to meet the obligations."3

To present petition before the magistrate, to summon at the trial also the person against whom the petition addressed to the defendant. In the process, the magistrate may accept the lawsuit or to reject it.

"When the plaintiff and the defendant were presented to the magistrate, the plaintiff with words or solemn gestures had to submit the lawsuit to the defendant. The defendant may hold different attitudes against it, could accept, could meet with his request, could be silent, could be defended in vanity, even could deny by solemn gestures"4

 Act wherein reflected the content of the objection of the defendant when was sent for trial to the judge called litis contestation.

II. MEANING OF LAWSUIT AND INTERPRETATION OF ITS TYPES.

The civil lawsuit is a legal institution that ensures the protection of subjective individual rights of persons from any violation or infringement that may be caused as a result of the actions of third parties. Infringement or violation of the rights of individuals can be performed by private individuals as well as entities of public law and therefore any person affected may exercise the right to sue not only against private individuals but also against democratic and against public persons such as institutions state. The right to address the court by means of a civil lawsuit, is guaranteed also by Article 42 of the Constitution of the Republic of Albania which provides that "any person who alleges that a right has been violated, has the legitimate right to a fair trial and public hearing within a reasonable time by an independent and neutral court appointed by law. ". The courts have a duty to protect against any violation of the legitimate rights and interests of individuals. Protection on civil rights and interest made by the trial or civil proceeding which is propelled by means of a civil lawsuit.

According to Italian Doctrine, "the lawsuit is legal opportunity to put in place the criteria for law enforcement, and every right as possible, is a ideal typical power, so is the opportunity to have legal effects specified (law enforcement)"

"There are still authors who continue to support the thesis that the lawsuit is a subjective right independent of the right material which seeks to gain recognition or sentence. Besides the material right would have also a procedural subjective right which seeks to recognize and respect the right ".5

Such a thesis faces many difficulties, but we can say that "the lawsuit is a possibility, a legal power allowing public institutions and individuals to invest the court to reach the observance of the law. To address the court has an impersonal and objective and permanent character, by which a person can not give up in general and absolutely, except in special cases as may be waiver from a special lawsuit. This legal power is regulated by law in an abstract way. It is attributable to any person.".6

"The subjective material right aims prestim from the opposing side, while the lawsuit aims to set in motion the court.

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1 Ibid.
2 Ibid.
3 Ibid.
4 Ibid.
5Civil Procedure 24 iem edition.Jean Vincent Serge Guinchard,p.75
6Civil Procedure 24 iem edition.Jean Vincent Serge Guinchard,p.76

The second difference lies in the fact that the subjective right material is addressed to opposing party as can be as private and public character 1, while the lawsuit invests the judicial bodies, asking them a legal protection of its rights, so it is of public character.".2

The lawsuit in material terms has many interpretations, some of which are presented below in order to emphasize its true meaning. "Civil lawsuit in material terms is the legal faculty or power of a person to seek the realization of a civil right against another person, regardless or against his will."18. "Through the lawsuit, the party seeks to realize its own right of the material right against the opposing party or clarifies its legal relations with."3

The right to lawsuit in material terms is itself subjective right. This subjective right, the person asks to achieve through coercive force of the state, namely through the court.

"The lawsuit in material terms is claiming a right to the material against the defendant by the plaintiff by the court. In material terms lawsuit is the right protected by the court. "Through lawsuit he expects the court to ensure recognition and reinstatement of his right to prejudice the defendant.

Code of Civil Procedure defines the lawsuit in its Article 31 which provides that "The lawsuit is the right of the person who makes the claim, to be heard on the merits of this claim, in order the court to announce based or not."

A approximate definition by section 31 of the Code of Civil Procedure makes the Civil Procedure Code of Italy, when it provides that "Anyone who seeks a right in court, must submit a lawsuit to competent court"4. A definition more or less similar to the Albanian legislation provides the French Civil Procedure Code which stipulated that "the lawsuit is the right to the applicant of a claim, to be heard on the merits of this claim in order the court to announce based or not"5.

The difference between the lawsuit, the substantive and procedural meaning is that the lawsuit may be declared admissible by the court in procedural terms but can be declared inadmissible in material terms. Article 112 of Civil Code provides that if the plaintiff did not exercise the right to lawsuit within the time allowed by law, then he can not carry on this right by means of coercive force of the state.6

From the provisions cited above, it comes to the lawsuit in its material sense, which gives the right the subject that has a right to address to state, which through its coercive force to accomplish his right, but entity has the obligation and the right to petition for the implementation of its subjective right to seek within the time prescribed by law, otherwise his right over the limit can not be achieved through the coercive force.

"The lawsuit on procedural sense is the faculty or legal power to ask the court for recognition or restoration of a right denied or violated by another person, which calls regularly before the courts, ie. civil lawsuit in procedural terms is a means of protection right through court".7

Doctrine is defined in the procedural sense lawsuit as "a remedy by which interested persons and those authorized by the law of the court with a request for review and resolution of civil legal disputes and civil rights protection".8

"The lawsuit in the procedural sense is the act by which the plaintiff submits his claims against the defendant".9

To exercise the right to lawsuit in the procedural sense certain conditions should be met objective and subjective character.

Subjective condition is that the person who presented himself to the court and file a petition with the person whose name is submitted the petition to have the legal capacity, because just having eligible persons can enter into legal relations

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1If the right is addressed against individual or state.

2Manuale di diritto processuale civile Enrico Tullio Liebman,fq .140.

3Civil Procedure of the People's Republic of Albania.Alqiviadh Lamani Tirana 1962.p.101

4Compared overview of Civil Procedure.. A.Simoni, S.Sadushi,S.Como Tirana 2006. p.111

5Codice di Procedure Civile Italiano.article 99

6Article 112 of the Civil Code of 1994 provides that "The right of lawsuit which is not filed within the period prescribed by law, can not be extinguished and carried on by the court or other competent authority

7Civil Procedure of the People's Republic of Albania..Alqiviadh Lamani Tirana 1962 p.101.

8Civil Procedure Law of of the People's Republic of Albania . Stavri Ceco,Ylbere Malindi,Safet Hasani, p 158

9Code of Civil Procedure of the People's Republic of Albania, year 1958. article 45

between them. 1 "The objective terms of filing suit, are divided into positive conditions and negative conditions of exercise of the lawsuit." 2

Positive conditions that should complement a lawsuit are:

Lawsuit should be filed in the court where the appeal is subject to suit, enters the court jurisdiction. Code of Civil Procedure provides that: "In court jurisdiction includes all civil disputes and other disputes in the codes provided in special laws.". 3

2. Lawsuit which can not be accepted for review for the reason that does not enter under the jurisdiction of the court are those which enter the administrative jurisdiction in the jurisdiction of the arbitral tribunal only on condition that the arbitration agreement to be valid. The claim must be presented in temporal and subject matter jurisdiction of the court, namely "specific court before which the action is filed should be competent to try the case" 4

3. The lawsuit that will not appear in court to be tried first, and not be given a final decision between these same parties, for tënjëjtin and legal reasons for the same object. 5

4. A lawsuit is not accepted to examine whether a lawsuit with a similar object between those same parties and the same legal cause is pending trial 6 "Subjective and objective conditions for exercising the right to sue procedural in nature, ie not related to the plaintiff's subjective right material for the right to petition the court in the above manner is just the requirement that it be accepted by the court for consideration and appropriate decision to be given.". 7

Terms of acceptance of the claim, as they oφ subjective character and objective character are procedural requirements that must be met to review the lawsuit.

Procedural requirements can be absolute and relative. Absolute requirements are those procedural requirements that must be met in order to continue the normal process. Relative requirements are those procedural requirements which although may not be available in lawsuit again claim review process can continue to normality.. 8

Code of Civil Procedure does not divide the procedural requirements in absolute and relative.

However such a division between those requirements is meant to analyzing claims court can be largely taken on board and request that the court take into consideration only at the request of the parties. Thus the capacity to be party to the proceedings, the jurisdiction of the court, the jurisdiction of the court, be taken into consideration by the court and as such are considered as absolute procedural requirements.

As the relative demand may mention forecast demand for the right to raise the claim, which the court assessed only on the request of the respondent in the form of rebuttals and non Suo moto by the court.. 9

CONSTITUENT COMPONENTS OF THE LAWSUIT

The elements contained in the lawsuit are listed as follows:

1. legal cause;

2. object.:

1. Entities (parties).

1Civil Procedure (Lectures) Tirana 2003 Vitore Tusha and Flutura Tafaj p.25
2Code of Civil Procedure dated 29.03.1996 art. 451/a "The decision that has become final is binding on the parties, for their heirs, for those who give the right of the parties, the court which rendered the judgment and all courts and other institutions
3Article 58 of the Civil Procedure Code provides that "when in the same court or in different courts in the same time examine the dispute between the same parties and the same cause and the same object, decided to dismiss the case of disputes submitted after that first registered with .
4Civil Procedure Code, Tirana, article 36/1
5Comparative Overview on Civil Procedure. Tr 2006, A.Simoni,S.Sadushi,S.Como p.114
6 The Civil Procedure (lectures) Tirana 2003 Vitore Tusha and Flutura Tafaj p.25
7Code of Civil Procedure dated 29.03.1996 art. 451/a "The decision that has become final is binding on the parties, for their heirs, for those who give the right of the parties, the court which rendered the judgment and all courts and other institutions.
8Article 58 of the Civil Procedure Code provides that "when in the same court or in different courts in the same time examine the dispute between the same parties and the same cause and the same object, decided to dismiss the case of disputes submitted after that first registered with
9Albanian Civil Procedure Law, Dispenca 1.Tirana 1974. P. 119.

The legal cause of the lawsuit is the reason for the judicial request and is divided into two elements:

The first element of legal cause is the right. The right is the legal reference, is the legal basis as part of legal cause. Through the law, the plaintiff shows that his request is based on material right and that right is protected by law. Plaintiff pursuant to Section 154 of the Code of Civil Procedure, when presenting his petition to the court must bear right onto which the lawsuit is relied. Because of different practices regards the concept of legal causation and the law. The Supreme Court has unified judicial practices and the decision dated 09.03.2006 No. 9 stated that <Showing of the right on which the petition is relied >, in terms of Article 154 of the Code of Civil Procedure, corresponds to subjective right of the plaintiff as part of the "cause of the claim" within the meaning of Article 185 of the Code of Civil Procedure and the determination "of the legal basis of the claim" within the meaning of Article 16/2 of the Code of Civil Procedure.

To achieve a correct conclusion, it is necessary to interpret Article 16 of the Code of Civil Procedure which states that "the Court resolves the dispute in accordance with legal provisions and other applicable rates, which are required to be implemented by it. It makes a precise setting of the facts and actions related to disputes, without regard to the determination that the parties can make. However the court may not change the legal basis of the claim without the request of the parties."

Second element: legal cause is the fact situation against this right (causa petendi).

When the plaintiff asks the court to its final decision to restore his rights violated, must first prove that there is a state that has delayed and violated his right. This state of fact plaintiff must prove with evidence. In Article 154 of the Code of Civil Procedure has determined that the petition should contain narrative of facts, circumstances, documents and other evidentiary materials.

Showing of facts and circumstances is an element that must contain a claim to be considered complete. "Presentation of the facts is important because even contradictory debates will take place between the parties about these facts and legal consequences and ultimately will be these facts object of the trial judge".1

The petition must be individualized, the individualization of the claim is important and the fact that the same issue can not be placed twice. According to the doctrine, there are two theories. "The first theory is that of individualism that defines the individualization of the claim, suffice some factual data that remove any doubt about the right of the plaintiff. The second theory is that of substanting which supports the idea that the claim should contain detail made all the factual information from which derives the right of the plaintiff ".2

The subject matter of the lawsuit is what is required as a result of filing suit (pettitium), implementation of the law and profit of what is required that comes from such law enforcement recognition of the right of ownership etc.. So with filing the claim in court made known to the court the object of dispute.

Supreme Court by Unifying Decision No. 9 dated 09.03.2006 stated that " Determination of the lawsuit, the claim in terms of section 154 of the Code of PR. The Civil corresponds to what is required to gain as a result of law enforcement, in terms of defining the object of the claim, provided for in Article 185 of the Civil Procedure Code ".

When talking about the subject of the lawsuit will understand that what is required to achieve the object of the plaintiff and not the material that is the object of the claim, provided as an element of its Code of Civil Procedure section 154. The object of the claim specified in section 154 of the Code of Civil Procedure is a material object that the plaintiff seeks.

Supreme Court with its decision no.1288, dated 19.11.2001 argues that "Only fair determination of the legal relationship to the conflict by determining the cause of the claim, the evidence of each party's obligations in relationships and fulfillment of these obligations in reality and review of all rebuttals will enable fair resolution of the matter."

Italian legislation is more flexible predicting that if the elements of the claim are not shown in the claim, but can be drawn from the content of the claim, then the claim is deemed complete. Italian legislation provides the term "invalidity" when the claim is not criterions elements provided for in Article 163 of the Code of Civil Procedure. It remains without action until these flaws are met. Has the same prediction French procedural law.

There can be thought of a lawsuit without a subject that raises before the court and without a subject against which the claim arises. It is the subject, who by his wishes to exercise his right to sue in court and obtain a right that he thinks belongs. No subject had not induction of court motion.

In Article 90 of the Code of Civil Procedure stipulates that: "Parties to a civil trial are natural or legal persons, on behalf of or against whom judgment". So by this definition we conclude that both parties in a civil process: one party is a natural

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1Civil Procedure of the People's Republic of Albania. .Alqiviadh Lamani Tirana 1962 p.118

2 Ibid.

person or legal entity that requires the court to restore the law that is being violated, and the other party is a natural or legal person against whom judgment by convened to discuss the trial and to raise objections on the merits and the merits of the claim of the plaintiff law..1

Subject to the terms of the right to file suit in court or prosecutor called active subject and the subject to which the petition is directed called ignorant or passive subject. The plaintiff and defendant are called differently litigants.

Litispendence provided New Code of Civil Procedure section 161 under which "actions may be taken jointly by the many plaintiffs or against many defendants if:

a) Have common rights and obligations on the subject of the claim;

b) The rights and obligations in terms of fact or of law have the same basis. "

In the case where a plaintiff and a defendant in the case as well as the bashkëndërgjyqësisë to be a party to a civil procedural legal relationship must: have a party procedural legal capacity and procedural capacity to act.

That a person has the right to benefit from the protection offered by the state authorities for the realization of a right that is violated, the individual must have an interest in protecting this right.

Article 32 of the Civil Procedure Code provides for cases when a person may be sued. In the first paragraph of this article reads as follows:

Lawsuit may be filed:

*To seek the restoration of a right or legitimate interest is violated;

Plaintiff to be legally justified for asking and recognition of a right as well as for the restoration of a right and for the restoration of a right infringed or denied must be the person that according the law was violated or denied this right (active legitimacy).

The plaintiff's interest as well as the defendant should be. :

Legitimate and lawful interest

Legitimate interest has to do with the fact that the plaintiff may exercise the right to sue only when it is infringing, denied or violated a right that has been infringed, denied or violated a right that he is recognized by law. This is exactly provided in the first paragraph of Article 32 of the Code of Civil Procedure.

Legal interest:

Legal interest can be moral and pecuniary. In the current civil procedural legislation does not exist a provision to determine whether the right can be exercised lawsuit when the plaintiff the value of request is very small. Well enough to have an interest, however small it be, and the person can legally exercise claim..

Direct and personal interest:

Only the one person who is deprived of, infringed and violated the right has the right to sue for its restoration. Nobody can petition the court to attaining respect and protect the rights of someone else.

Since the legitimate claim as entirely legitimate components must meet the above mentioned investment at the time of the court..

CONCLUSION

At the conclusion of this paper would like to draw your attention once again to the most its important moments.

The lawsuit is one of the oldest institutions of civil procedural law and one of the main means for restoration of the subjective right. Lawsuit in legal doctrine is treated in both material and procedural terms, civil lawsuit in material terms is the faculty or legal powers of a person to seek the realization of a civil right against another person , regardless of if it is against the will of his own, while in the procedural terms is the faculty or legal power to ask the court for recognition or restoration of a right denied or infringed by a another person , who is regularly called before the courts , ie civil lawsuit in

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1Neni 154 I K.Pr.Civile "Kërkesëpadia duhet të përmbajë përcaktimin e objektit të kërkespadi

the procedural terms is a mean of protecting the right through the court. The lawsuit consists of three elements which are the subject matter, the legal cause and parties.

The lawsuit during the trial may change as the subject of legal cause, but it can not change the two elements simultaneously. Besides the theoretical treatment of the lawsuit and its elements judicial jurisprudence of the Supreme Court provides answers to many discussions that exist for the lawsuit in general and in particular its elements. The lawsuit as a procedural remedy, to propel the court for review of a lawsuit should contain the elements set forth in section 154 of the Code of Civil Procedure otherwise, the lawsuit will be returned from the court for deficiency. It is important to note that the court should be careful when analyzing a lawsuit, if it meets all the elements. Court should analyze in detail if these elements are met. The Court finds that even when one of these elements is not fully defined, but that can be drawn from the content of the lawsuit, shall not reverse the lawsuit for deficiency. Civil Procedure Code has explicitly defined the elements that seem to contain a claim and the court may not enlarge the circle of those requirements. It is recommended that the court should be careful when analyzing a lawsuit, should not extend the circle of those requirements established by law. So, for example it should not reverse the lawsuit for default when it determines that litigation is not fairly regulated, because the litigation of the parties is related to the interest of them in a trial which is due to acceptance or to reject the lawsuit and not to reverse the lawsuit.

For this reason it is recommended that adjustments be made to the above being explicitly defined that how much would be a lawsuit tax for all objects of lawsuits.

It is recommended that in the future the lawmaker to regulate by law the issue of whether during the trial in the Court of Appeal, the respondent may file a new impeachment he had not filed during the trial in the Court of First Instance.

In conclusion I would like to emphasize the lawsuit as well as procedural protective means of the respondent are provided to guarantee the rights of persons, protection of their subjective rights.

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The Lack of Special and General Usages A Weakness for the Normal and Reliable Function of Kosovo Permanent Tribunal of Arbitration

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Abstract

Business relations of economic entities operating in Kosovo have begun to be regulated similarly to those of modern countries, in accordance with the spirit of globalization. In this segment the local institutions recently succeeded in completing the primary legislation and partially the secondary one. Within this activity has been done also the reforming of judicial system, have been redefined the competencies of judicial authorities for disputes in the field of economy and above all within the Chamber of Commerce is established the Permanent Tribunal of Arbitration as a specialized agency for solving disputes of contractual business relations. With all these achievements it is estimated that this court cannot be efficient and functional because starting from 1989 the Usages as juridical resources which are contracted by parties do not only exist but no one has identify, collect and publish them in the official newspaper. Based to this situation there are problems that actually do not have answers and confused situation is creating legal uncertainty. For a long period we have been part of Former Yugoslavia and question arise: are the special and general Usages issued in 22 March 1989, considering the fact that UNIMK Regulation for Applicable Law in Kosovo in the Point 2 allows to implement the Serbian laws after March 1989 if not discriminatory, applicable in Kosovo? No regulation determines the competence of any institution that issue Usages. On the other side we are aware of the fact that the most business relations in the modern world are regulated by contracting Usages and in Kosovo we do not have regulate this segment and the Permanent Tribunal of Arbitration cannot be in the level of its duty.

Keywords - Usages, Legislation, Contract, Tribunal, Arbitration

Introduction

Arbitration is the most common and contemporary method of resolution of disputes that come as a result of operational development at international market. It is a private mean to solving the conflicts based on a reached agreement of parties in order to refer the eventual context to a private court. Developing a case in such way is usually a preferable method for certain reasons. The procedure of arbitration tends to be faster rather than a contested issue to be addressed and executed beyond a national court. A contracted arbitration court – determined to hear or solve a disagreement should obviously pay a full and continuous attention to a contested issue. Ordinary courts have usually a limited time, or long and different court files that require a particular commitment for. Despite the fact that arbitration courts should act in accordance with the law, they should also approve some flexible and faster procedures. Even if the arbitration court process costs more than an ordinary court process, it is more convenient to the merchants because of its simplicity procedure. Above all, arbitration's expenditures should generally be afforded by parties.

The Republic of Kosovo established in June 2008 the "Tribunal of Arbitration". The foundation and functioning of this institution, backed by the USAID, is being positively evaluated by Kosovo's judicial system. Its proper way of functioning is a pure reflection of development of judicial pledge for Kosovo's and international economic operators and investors, since it guarantees an alternative and efficient way of resolving different contexts. Contemporary business operators, due to the globalization, prefer non-bureaucratic resolution of contexts. Therefore, arbitration is a procedure that is ultimately dominating amid businesses.

There is no doubt that the creation of tribunal helps directly in saving the principles, habits and good business norms. This practice should obviously be implemented by all subjects involved with foreign business partners. In this way, they save economic interests of their enterprise and of our democratic society: they create a mutual understanding to business foreign partners, and contribute positively in the creation of a good reputation of our country.

Among other problems that the Arbitration Tribunal could face are tied with the existence or implementation of different and general "Usages" as a judicial source to reaching contractual agreements between contracted parties. Until now, no state institution has taken any step in order to draft a law related to competencies of different institutions in identifying, systemizing, codifying and publication of Usages.

Arbitration Tribunal in Kosova

The Tribunal of Arbitration in Kosovo has been established in June 2008, when the Law on Arbitration Nr. 02/L – 75 entered into force (Law for Arbitration- Official Gazette). The establishment and functioning of this institution is considered as Kosovo's biggest achievements in terms of judicial system. Today, the most complicated contests in the world are being resolved by arbitration tribunals. In formal and procedural plan, the Tribunal of Arbitration in Kosova has acquired arrangements for rational activities of this institution by guarantying transparency and by offering means to controlling procedures by parties. According to the law, this procedure is determined in accordance with the regulations of arbitration. Nevertheless, the duration and administration of evidences are determined by parties involved in the contest. The parties have the right to propose an arbiter whose professional and ethic capacities are unbiased. Other part has the right to contest the selection of arbiter proposed by arbiters' tribunal.

All the operators, whether local or international, could resolve their disagreements at the Permanent Tribunal of Arbitration. The Permanent Tribunal of Arbitration acts within the office of Kosovo's Economic Chamber. This could be achieved if the parties involved in the process agree to introduce the case at this institution or by incorporating the model of arbitration's clause in their contract. Arbitration's clause model on contracts foresees that any disagreement, dispute or any infraction on contract, could be resolved by the arbitration under Kosovo's Economic Chamber supervision in accordance with the Regulations of Arbitration of the Permanent Tribunal of Arbitration (Law for Arbitration Nr. 02/L-75) In this context, the regulations of "Arbitration KOSOVA 2011" are compiled in a very flexible way in order to serve to both parties and tribunal in the best way they could. The legislative legal framework of arbitration in Kosova is completed. The legislations that currently are in vigor are the followings:

Law on Arbitration nr. 02/L – 75

Law on Contested Procedure nr. 03/L – 006

Law on Executive Procedure nr. 03/L – 008

Conventions (Convention of New York of 1968; Regulations UNCITRAL)

Therefore, we could consider that the above mentioned legislation could technically be considered as a completed one. Notwithstanding, if revised by important judicial sources such legislation gives the impression that is not completed, since it is tied with the lack of particular and general Usages.[1]

Market Usages

The Usages refer to complex market and other systemized Usages published by any competent authorized body which has an economic character, or by any corporation or professional society, like stock – market is. Before, for general Usages in our country was in charge the Economic Court, whereas for particular Usages, it was the Chamber of Commerce (Savremena Administracija, 1964, pg.10-12). Despite the fact the Usages are considered as a mean to stabilizing the current market practices, through them could be modified and revised those Usages that weren't treated as such until now. The Usages could be: general ones (worth for all economic/market activities), and particular ones (worth only for particular kind of markets and services). The hierarchy of norms gives the priority to those contracts that are tied with particular Usages rather than to those tied with the general ones (Savremena Administracija, 1964, pg.1012). The Usages are considered as lex contrtactus – as complex regulations that act in accordance with the reached contract agreement between parties, respectively. In countries where different kind of Usages exist, the parties should preliminarily reach an agreement and, of course, to respect it (Alishani, Prishtina 1986 pg. 124). That means, in such country both general and particular Usages are worth for the entire territory of. The Usages are viable only if parties sign a contract. Thus, the parties are considered to have been agreed to employ Usages on a contest only when such Usages are précised in the contract, and when agreed to give competences to economic competent court. Contracted parties have also the possibility to exclude the implementation of Usages only if they agreed to fix some issues differently of the Usages. The contracted parties are considered to have been agreed on judicial effect of Usages only if such agreement is under economic court competencies. The contracted parties have the possibility to exclude the implementation of economic Usages only if it is arranged through any of dispositions of the contract. General Usages are worth for both bargaining and circulation of different goods.

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[1].Uzansat (angl. Usage – trade usage; gjerm. Gepfflogenheit, geschaftsverkher; fran. Usage - usages de commerce; ital. Uso commerciale, etc.) represents commercial habits collected, systematizes, codified and published by the competent bodies or professional associations (government bodies, chamber of commerce and other international specialized institutions that deals with the international exchange).

According to regulation, particular Usages, before being implemented, should be evaluated whether they are compatible with general norms of Usages by competent economic court or not. Particular Usages could, in a way, arrange standards, parities and qualities of goods and services. In this case, we are not speaking about multiplicative norms that are implemented in identical particular cases, but about those obliged norms that fix a particular issue. Usages could be: merchandise Usages, i.e., those that fix the circulation of goods; non-merchandise goods, i.e. those that fix the businesses on securities, and Usages of services, i.e. those that fix the sphere of services (Savremena Administracija, 1964, pg. 1013) Independently if the Usages are general or particular ones, the dispositions of the Law on Obligations should be taken into consideration.

Particular Usages

The classic judicial theory qualifies Usages as a fixed business practice that stabilizes, modifies and develop any unstable specific agreement by respecting the procedure and competencies of state or business organs. Taken into account the role and importance the Usages have in arranging different agreements between businesses, we could obviously stress that their position has a particular importance in, since the perspective of this economic activity is merely based in contractual agreements.

Particular Usages back firmly the principle of the autonomy of good will of parties to reaching contractual agreements. The legislatives suppose that parties would arrange their mutual agreements based on their mutual interest. This principle of will of parties played an important role in creation of judicial uniform regulations of international touristic business. Taking advantage of these possibilities, both local and international business operators have deepened their relations by reaching mutual agreements – contracts. In this case the parties involved all necessary elements in the contract by which they fixed different issues tied with eventual contests, national applied law, etc. Constant repetition of clauses that have the same content has converted both local and international regulations into Usages that, in practice, are, more and more, derogating the old national judicial system.

Without doubt, huge powerful and professional organizations, associations, business chambers or touristic operators, played an important role in the process of unifying both merchant international right and touristic services' sphere that were able to apply proper regulations of international business law based on Usages.[1] Through their standardized contracts they preliminarily arrange even the trivial elements in accordance with the clause on "fixing easily and properly the activities".

The parties that want to reach a contract with the members of these operators have no other possibilities but to totally accept or refuse the conditions of the contracts based on Usages.

Through particular (special) Usages and contract forms, international business principles in tourism that exclude the implementation of national rights and bring in practice new techniques to reaching contracts, have been created. Such principles are created in order that parties could easily and by not wasting too much time, reach contracts. The right that was created as a product of these relations-agreements is qualified by the judicial theory as the right of the form (Krasniqi, 2004 pg.32).

Thanks to Usages and to their proper implementation in contracts, a new judicial regulation which excludes the use of national judicial system has been created. In this way, the possibility of courts to intervene in particular contested cases is excluded. National and international touristic operators foresee, in advance, competences of particular mechanisms – arbitrations or selected economic courts, respectively. Generally, both national and international touristic operators avoid to apply in their contracts the national rights and courts, since, in this way, they create a particular system of sanctions that could be employed toward those parties that refuse to implement the decisions of arbitration.

Basic attentions that are reasonably paid toward "the right of the form" are merely based in facts that the Usages regularly fix in different ways touristic agreements-relations; or because they are in contradiction with the law; that do not offer judicial insurance to touristic operators; that have no basic principles of positive judicial system which could fill possible gaps; that do not properly determine issues of national right; and that, finally, are converted into a instrument of pressure in the hands of huge business partners. Independently of positive and negative elements the "right of the form" has, in practice it is being developed by arranging issues in details, and based on the clauses of the autonomy of the will of parties that reach contracts.

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1 .www.uncitral.org/. Commission that formulates and regulates international trade in cooperation with the World Trade Organization

The role of special Usages is primary in the contractual right because the Usages with competence and professionalism regulate the most part of the business operators' activities for juridical – business issues e.g. the hotel services contract; tourist agency contract when providing hotel services; contract for the supply of food and drinks; good faith agreements to resolve disputes etc. The implementation of the Usages in business field have influenced in the creation of professional right that is not established by the government but the different business organizations or potential touristic operators. From the international business practices in the theory of the right is nominated as autonomous tourism right. The unification through national and international contracts chronologically has influenced in the spontaneous process of unification.

The Beginning of Usages as a Source of Law in Kosovo Autonomous Trade

Usages are regulations and for these reasons are implemented only when the parties agree for the specific relation and the contract is regulated according to this. These rules are considered lex contractus, respectively as a set of rules that the interested parties will apply in a particular case if the contract is not specified differently. In the hierarchy of rules that are implemented for contracts, the specific Usages are listed after the contracts, then are the good habits and in the end the general Usages. In the case when for a contractual issue exist two or more Usages then the parties must agree which one they want to implement.

The history of the Usages, as an important juridical resource for contractual relations in Kosova, as well as the legislation, dates back to the early 50th of the XX century, when the country was part of the former Yugoslavian Federation. Since then, the publisher of the general Usages, with legal competences has been the Supreme Court, respectively its professional college; meanwhile the Federative Chamber of Commerce was responsible for the specific Usages. In the former Yugoslavia the special and general Usages were valid for the entire state territory. So, the Usages' compilers were the non governmental bodies or state agencies closely related with the businesses and independently by who were issued the Usages have been treated as a part of autonomous commercial right. These institutions codified the best practices in the field of business function (Savremena Administracija, 1964, pg. 1012). Based on an autonomous right of traders established in the former Yugoslavia, the Usages were considered valid only if there was the will of the parties and the approval for their implementation in a contractual relationship has been possible in one of the following ways:

Voluntary membership of the operator within an organization where the contractual relations are regulated based to the Usages. This means the fact that the membership declares the willingness that the parties wish to apply usages. So, the operators, members of the organization agree to apply the Usages;

Persons, respectively the operators that are not members of the organization are not obligated to implement Usages but this will be possible only if have expressly agreed or clearly stated to adapt these practices (operations within the organization that brings the commercial use).

The public bodies have limited control over the Usages if with a decision have transfer the authorization to anybody for their formulation and publication. The aim of the control is to protect the public (Velimir, 2003). The special and general Usages have been into force from the moment they are published in the Official State Gazette.

In the beginning of 50th of the past century until 22 March 1989 in the time when the Republic of Serbia violently suspend the autonomy of Kosova living the country out of the juridical system, have been effective the Usages for the movement of goods, the special Usages for the retail goods, special Usages for potatoes, legumes, rice, vegetables, flour product commerce, special Usages for hospitality, construction materials, blocks, marble and granite (Velimir, 2003). It should be noted that some of these Usages are complemented by several times before and after March 1989.

With the establishment of Kosovo under UNMIK administration - based to the Regulation nr. 2000/59 Article 1, paragraph 1.1 determines that applicable law in Kosovo that includes: paragraph (a) Regulations promulgated by the Special Representative of the Secretary-General and subsidiary instruments issued there under and paragraph (b) applicable Law in Kosovo on 22 March 1989 1 . In the article 1. Paragraph 1.2. Also this situation is regulated, citing…

" If a court of competent jurisdiction or a body or person required to implement a provision of the law, determines that a subject matter or situation is not covered by the laws set out in section 1.1 of the present regulation but is covered by

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[1].The Special Representative of the Secretary-General, pursuant to the authority given to him under United Nations Security Council resolution 1244 (1999) of 10 June 1999, taking into account United Nations Interim Administration Mission in Kosovo (UNMIK) Regulation No. 1999/1 of 25 July 1999 on the Authority of the Interim Administration in Kosovo, for the purpose of defining the law applicable in Kosovo, promulgates the Regulation nr. 2000/59

another law in force in Kosovo after 22 March 1989 which is not discriminatory and which complies with section 1.3 of the present regulation, the court, body or person shall, as an exception, apply that law."[1]

Since the UNMIK administration – June 1999 and after the declaration of the Independence 2007 and until now the legislative and executive institutions of the Republic of Kosovo have not taken initiatives to authorize any governmental and nongovernmental institution to review the special and general Usages issues in our country.

We are aware that the country economy is operating on the basis of free principles trade and the operation of the foreign subjects is big. Until now we have a completed juridical system although the delays are noted in its implementation. However, we are aware that the majority of these relations are contractual and therefore realized according to businesses standards and Usages. Since these Usages are very important for the contractual right how should act the business entities? When concluding the contract to which Usages should be referred? Is it possible to recall usages issued by the former Yugoslavia and if so to which year? Why with the Law for Chamber of Commerce of the country is not regulated the way and the competences to issue general usages? Should the Supreme Court mandate - authorize a team of experts to handle, gather, edit and publish usages that are with juridical security interest? Should Kosovo Government, respectively the Ministry of Trade and Industry together with the Ministry of Justice support a law that would regulate this issue in defining the institutional responsibilities?

Conclusions

Kosovo is passing a completion process of the primary and secondary legislation and building institutions that will guarantee for social and economical development as the other countries of Europe. In this function with the help of USAID has been created the Permanent Tribunal of Arbitration with the competences to resolve the possible disputes in the field of trade and economy in general. Despite these advantages, there are gaps and ambiguities regarding the existence or juridical formal resources that will guarantee to the operators the qualitative implementation of their contractual duties. Until now, no national competent institution has not handle the role and function of general and specific Usages, which are an indispensable resource of trade contractual transactions.

The Usages represent collected and systemized trade habits, codified and published by the competent bodies or professional associations (Chamber of Commerce and other international specialized institutions that deal with international exchange). The Usages represent the rights of the contractual parties (lex contractus) and have made of those an integral part of their contracts. If the contracting parties do not want to apply these Usages during the contract execution the same can be removed from the contract. The competent body that brings, systemize, modify the existing trade habits, the general conditions of commerce and the commercial practices by adapting to the economy needs and the movement of goods creating in this way clear and effective rules which enable the all the trade participants (internal and external) to resolve different unclear cases that can be presented during the contractual period, especially if it is about business transactions in foreign trade and international exchange of goods and services. The Usages can be general and specific. The general Usages include trade habits which regulate all forms of goods and services exchange. The specific Usages include commercial habits which regulate specific business relations and others during the contracting of different forms of goods and services exchange.

Is necessary that the Government of the Republic of Kosova, through relevant ministries sponsor the Law which will initially determine which institutions will be responsible for the identification, collection, codification and publication of general and specific Usages. Another issue is the granting of essential responses if the general and specific Usages published in former socialist Yugoslavia until 22 March 1989 are effective or not? Also, referring to Regulation no. 2000/59, paragraph 2, of the applicable law in Kosovo, promulgated by UNMIK, how will handle the implementation of Usages issued after this date.

From this work it comes out that the situation in this field is not only regulated but it can be concluded that the existence of a permanent Arbitration Tribunal without formal legal Usages resources will be insufficient. This is because the majority of commercial contractual transactions explicitly or implicitly are regulated by Usages. Therefore, national claim to adapt to global trade trends and European integration appears to be not serious and this reflects the lack of legal uncertainty for operators and potential investors in our economy.

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Tax system reforms and the impact on economic development in Kosovo

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Abstract

Public administration reforms which aim to increase the performance and efficiency of the public sector in Kosovo and in particular the reforms in order to increase the efficiency of the tax system are the object of study in this paper. Public administration of a state that will approach the European Union should reach the quality level of administration that exists within the European Administrative space while, in Kosovo have done much to build efficient public sector and responsible to increase transparency and to encourage private sector development that is just as important for country's development perspective and to improve social cohesion in the longer term. The impact of the public sector to economic growth is of special interest in the Southeastern European countries as well as in Kosovo. Tax policy has always been at the center of reforms regarding tax rates and structure to adapt to the growing private sector. Problems revenue collection, the main administrative reforms, comparative analysis with countries in the region in relation to the performance of tax revenues to determine the benefits of citizens from public spending are the focus of this paper. For the design of this paper is the use of literature and material consists of works by different authors, the use of sources of information from the official websites of the most important national and international character, OECD, IMF, WB to provide information for a comparative analysis Kosovo to other countries as well as 14 years of professional experience in the field of copyright.

Keywords: tax system , tax principles , tax reforms , tax rates , tax policy .

Introduction

Government to perform certain functions of its administration, the required inter alia: (i) collection of resources from the economy, to allow sufficient and adequate, (ii) the distribution and use of these resources responsibly, efficiently and effectively (OECD 2004).

Political, economic and social development of any country depends on the amount of revenue generated for the provision of infrastructure in that country. While to generate the necessary income is a tax system is structured. The tax system is an opportunity for the government to raise additional revenue for the performance of its duties and the creation of a favorable environment for economic stimulation. In this aspect, "Tax is a major player in every society of the world" (Ogbonna G N, Ebimobowei A, 2012).

Even economists and politicians have long understood the importance of tax and demanded a set of principles to guide tax policy, centuries ago, the French state husband, Jean Baptiste Colbert suggested: " The art of taxation is the art of removing the feathers of a goose, for as many feathers as possible and with as little crying by her side". Modern economics takes into account a less cynical theory, with emphasis on how to settle taxes to ensure efficiency in the economy and a fair distribution of income (Rosen H,2003).

Tax experts should in clear terms state that the tax system needs to be reformed to achieve long-term economic growth of a country. Tax reform is a continuous process of tax policy makers and tax administrators to reflect constantly adapting tax systems and economic change. However, economic growth can not be achieved only with tax reform processes and their compliance with macroeconomic objectives without effective measures relating to personnel management fees, accountability and transparency of government officials in the management of income tax (Ogbonna G. N, Ebimobowei A, 2012). Therefore, in this work are reviewed policies and reforms in tax systems, which are related to tax structures and rates of extraction in order of importance out of reforms in the economic growth of a country.

Tax system and tax system reforms in Kosovo

Kosovo's tax system is very new, created from the beginning, based largely on the experience of developed western countries. After finishing the 1999 war in Kosovo begins a new era in terms of political, social and economic as well as in

the construction of the tax system in general. Tax Administration of Kosovo (TAK) was founded January 17, 2000 under the direction and administration of UNMIK [1], and since February 2003, transferred the powers of leadership to the Ministry of Economy and Finance and since that time TAK functions as executive agency managed entirely by locals (Tax Administration of Kosovo,2011).

From 1999 to 2003, UNMIK was the creator of the system and tax policy, tax interventions were based mainly on the experiences of other countries and not in compliance with state and real needs that postwar Kosovo. As in all modern countries in Kosovo constitute tax system of different types of taxes, contributions and other fiscal instruments governed by tax laws. Respect tax laws is essential responsibility of every citizen. In a country that Kosovo intends to modern life, from citizens required payment of taxes and other obligations that fund civic programs , public service delivery and the high standard of education , welfare , health , social support , protection , law enforcement and the general infrastructure. All these become possible only with proper collection of taxes (Tax Administration of Kosovo,2010).

Initially TAK its establishment in 2000 has managed to Hotels and Restaurants Tax and presumptive tax are taxed by which all other types of business income. In July of 2001 began applying value added tax (VAT) which replaced the revenues in hotels and restaurants and the presumptive tax quota 50.000.00 € annual turnover while the presumptive continued to operate and also replaced tax on hotels and restaurants under the quota of the above. In April of 2002, has begun to apply the wage tax and income tax for legal entities, who up to that time are taxed with the presumptive tax. By January 2005 became a tax reform, replacing the presumptive tax , wage tax and income tax with two new types of taxes, such as personal income tax , which for tax individuals and tax revenues which for tax corporate legal entities(Tax Administration of Kosovo,2011). So, as noted reforms in transition countries, unlike the tax reforms of developed countries, gave priority to change the structure of the old tax, replacing them with taxes that are applied in developed countries.

The tax system in Kosovo, has evolved from UNMIK regulations system of tax laws issued by the Assembly of the Republic of Kosovo, with what was made possible by the start of the application of the reforms, which meet international standards and principles EU (Tax Administration of Kosovo,2011).

Structure and tax rates

European tax systems perspective per rely on three pillars: differentiate by type of tax: Tax directly which includes personal income tax, corporate income tax and capital taxes; indirect taxes, which includes VAT and excise taxes on products and production; social contributions. Than, taxes can be classified according to the tax base: and then distinguish between consumption, labor and capital. In the end, taxes are divided by level of government in: central and local (M. Hutsebaut,2013).

Instead, the tax base in Kosovo consists of four types of taxes:

 - Value added tax

 - Tax Corporate Income

 - Personal Income Tax

 - Pension Contributions

These types of taxes are changed in order to simplify tax and delivery facilities by reducing the tax rates.

Revenues by type of tax

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[1] Mision Nations States in Kosovo

Table 1.

Tax structure, Selected European countries, 2006-2011 (In percent of GDP, general government)

	Tax Revenue	Direct Taxes	Indirect Tax	Trade Taxes	Vat c- efficiency 1/

Kosovo	**21.7**	**3.8**	**15.4**	**2.5**	**0.56**
Albania	19.4	4.2	12.2	0.9	0.49
Bosnia & Herzegovina	23.3	3.4	17.9	2.1	0.79
Bulgaria	22.1	6.8	15.0	0.3	0.60
Croatia	22.3	5.8	15.3	0.5	0.66
Czech Republic	20.1	8.5	10.7	0.0	0.46
Hungary	26.1	10.4	11.9	0.0	0.40
Latvia	20.0	8.7	10.6	0.2	0.40
Lithuania	19.2	8.1	10.7	0.0	0.43
Macedonia	20.3	4.5	12.8	1.6	0.52
Montenegro	24.9	5.6	16.3	1.6	0.66
Poland	21.3	8.5	12.0	0.0	0.43
Romania	18.4	6.7	10.9	0.3	0.41
Serbia	25.0	6.9	16.0	1.9	0.67
Slovak Republic	17.0	6.0	9.8	0.0	0.47
Slovenia	22.9	8.7	12.3	0.3	0.58
Turkey	19.1	6.7	0.0	0.3	0.34
Unweighted average2/	**21.3**	**6.8**	**12.8**	**0.6**	**0.52**

Sources: Government Financial Statistics (IMF), and country documents.

1/Vat collection in percent of total consumption, divided by the standard VAT rate

2/ Excluding Kosovo.

   As seen from the table tax - GDP ratio is about 22 % , and is comparable to the average in the period 2006-2011 Eastern Europe , more than 80 % of tax revenues constitute indirect taxes , which most of them harvested at the border , the trade tax is the largest in the region , the income to be threatened by the steps taken towards free trade (M.Keen, T.Baunsgaard,2010).

   What gives to understand that the need for a gradual reform of the tax system in Kosovo, avoid unnecessary costs or tax exemptions and review of very low rates as the tax on corporate income as well as personal ones (M. Grote et al.,2011).

Table 2.

Total taxes (including social security contributions) and tax structure, % of GDP, 2000-2010, EU-27

	2000	**2002**	**2004**	**2006**	**2008**	**2010**
Structure by type of tax						
Indirect taxes	13.7	13.3	13.3	13.5	13.1	13.2
VAT	7.0	6.8	6.8	7.0	6.9	7.0
Excise duties&cons.taxe	3.0	3.0	2.9	2.7	2.6	2.7
Other taxes on products	1.7	1.6	1.7	1.8	1.6	1.5
Other taxes on production	2.0	2.0	2.0	2.0	2.0	2.0
Direct taxes	14.1	13.1	12.8	13.7	13.8	12.6

Personal income	9.8	9.4	8.9	9.2	9.4	9.1
Corporate income	3.1	2.6	2.7	3.3	3.0	2.4
Other	1.1	1.1	1.2	1.2	1.3	1.2
Social contributions	12.7	12.5	12.6	2.4	12.5	12.7
Employers'	7.2	7.2	7.2	7.1	7.2	7.3
Employees'	4.1	3.9	3.9	3.8	3.8	3.8
Self-and non-employed	1.4	1.4	1.5	1.5	1.5	1.5
Total taxes (incl. SSC)	**40.4**	**38.8**	**38.7**	**39.5**	**39.3**	**38.4**

Source: Commission services

Also as seen from the above table tax- GDP ratio in the EU - 27 countries is so much bigger is 38 .4 in 2010, the participation of indirect taxes is much smaller in comparison with Eastern Europe while direct taxes (12.6 %) and pension contributions (12.7 %), are in much larger participation compared with the above countries and in particular compared to Kosovo.

It is worth noting that unlike the EU countries where the GDP, revenues are part of the social contributions, in Kosovo these are excluded, you appreciate that it is a very big bull on the budget, even as poor of this country, because they are administered by TAK but managed by an independent body called pension Savings Trust and held in personal accounts of individuals who pay (the Employed 5 % per month) and for whom paid (employer 5 % per month). That amount represents more than one third of general tax revenues administered by TAK.

Tax rate reforms (Recent reforms of the tax systems in EU from 2011 to 2012)

Reforms are sometimes difficult to achieve because they create winners and losers but then overcome prejudices to maintain the Status QUO. Financial and economic crisis that started in 2008 has resulted in a deterioration of public finances in many EU countries. Consequently, fiscal policy in 2011 and 2012 are typically driven to bring public finances on a sustainable path. However , tax reforms in the EU in 2011 and 2012 have responded more necessary that the consolidation of public finances, including revenue side, which is reflected in the increase of the tax burden in general including social insurance (European Commission, 2012).

Table 3.

Statutory tax rates (2000-2012), in % and the composition of tax wedge in 2011, sigle average income worker.

Country	Personal income tax rate					Adjusted top corporate income tax rate					Income tax plus employees' and employers' social security contributions(as % of labour costs,2011)			
	2000	2005	2010	2011	2012	2000	2005	2010	2011	2012	Tax wedge	Income tax	Employee SSC	Employer SSC
BE	60.6	53.7	53.7	53.7	53.7	40.2	34.0	34.0	34.0	34.0	55.5	21.7	10.8	23.1
BG	40.0	24.0	10.0	10.0	10.0	32.5	15.0	10.0	10.0	10.0	32.5	7.4	11.0	15.5
CZ	32.0	32.0	15.0	15.0	15.0	31.0	26.0	19.0	19.0	19.0	42.5	8.9	8.2	25.4
DK	62.9	62.3	55.4	55.4	55.4	32.0	28.0	25.0	25.0	25.0	38.4	28.0	10.7	0.0
DE	53.8	44.3	47.5	47.5	47.5	51.6	38.7	29.8	29.8	29.8	49.8	15.9	17.4	16.5
EE	26.0	24.0	21.0	21 0	21.0	26.0	24.0	21.0	21.0	21.0	40.1	12.5	2.1	25.6
IE	44.0	42.0	41.0	41.0	41.0	24.0	12.5	12.5	12.5	12.5	26.8	13.5	3.6	9.7
EL	45.0	40.0	49.0	49.0	49.0	40.0	32.0	34.0	30.0	30.0	38.0	3.0	12.8	22.2

ES	48.0	45.0	43.0	45.0	52.0	35.0	35.0	30.0	30.0	30.0	39.9	12.0	4.9	23.0
FR	59.0	53.5	45.8	46.7	46.8	37.8	35.0	34.4	34.4	36.1	49.4	10.0	9.6	29.7
IT	45.9	44.1	45.2	47.3	47.3	41.3	37.3	31.4	31.4	31.4	47.6	16.1	7.2	24.3
CY	40.0	30.0	30.0	30.0	38.5	29.0	10.0	10.0	10.0	10.0	13.9	2.1	5.9	5.9
LV	25.0	25.0	26.0	25.0	25.0	25.0	15.0	15.0	15.0	15.0	44.2	14.9	7.3	19.4
LT	33.0	33.0	15.0	15.0	15.0	24.0	15.0	15.0	15.0	15.0	40.7	10.1	6.9	23.8
LU	47.2	39.0	39.0	42.1	41.3	37.5	30.4	28.6	28.8	28.8	36.0	13.3	11.7	11.0
HU	44.0	38.0	40.6	20.3	20.3	19.6	17.5	20.6	20.6	20.6	49.4	13.6	13.6	22.2
MT	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	35.0	22.4	8.5	6.9	6.9
NL	60.0	52.0	52.0	52.0	52.0	35.0	31.5	25.5	25.0	25.0	37.8	14.5	14.0	9.2
AT	50.0	50.0	50.0	50.0	50.0	34.0	25.0	25.0	25.0	25.0	48.4	11.9	14.0	22.6
PL	40.0	40.0	32.0	32.0	32.0	30.0	19.0	19.0	19.0	19.0	34.3	5.9	15.5	12.9
PT	40.0	40.0	45.9	50.0	49.0	35.2	27.5	29.0	29.0	31.5	39.0	10.9	8.9	19.2
RO	40.0	16.0	16.0	16.0	16.0	25.0	16.0	16.0	16.0	16.0	44.3	9.3	12.8	22.3
SI	50.0	50.0	41.0	41.0	41.0	25.0	25.0	20.0	20.0	20.0	42.5	9.6	19.0	13.9
SK	42.0	19.0	19.0	19.0	19.0	29.0	19.0	19.0	19.0	19.0	38.9	7.5	10.6	20.8
FI	54.0	51.0	49.0	49.2	49.0	29.0	26.0	26.0	26.0	24.5	42.7	18.5	5.8	18.4
SE	51.5	56.6	56.6	56.6	56.6	28.0	28.0	26.3	26.3	26.3	42.8	13.6	5.3	23.9
UK	40.0	40.0	50.0	50.0	50.0	30.0	30.0	28.0	26.0	24.0	32.5	14.1	8.5	9.9
EU27	**44.8**	**40.0**	**37.9**	**37.6**	**38.1**	**31.9**	**25.5**	**23.7**	**23.4**	**23.5**	**43.7**	**13.7**	**10.7**	**19.3**

Source: Commission services (See European Commission, 2012).

So, as seen from the table above, some countries have increased personal income tax while some others have reduced the tax rates on corporate income.The social contributions are increasing in many countries leads by means increase in the standard rate, as well as the applicable rates for special groups .

Table 4.

Standard and reduced VAT rates in the EU-27													
Country's	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
EU-27	**19.2**	**19.3**	**19.5**	**19.5**	**19.4**	**19.6**	**19.4**	**19.5**	**19.4**	**19.8**	**20.4**	**20.7**	**21.0**

Source: Commission services (see European Commission, 2012).

As seen from table, EU-27 states have increased the average rate of VAT, in recent years. Approximately half of the member states have raised VAT rates.EU tax composition, there is a difference not only in the general level of taxation but also in its composition. Nordic Country and United Kingdom have relatively high levels of direct taxes in total tax revenues. In Denmark, a small measure in Sweden and the United Kingdom, the share of social contributions is low due to the fact that most welfare spending financed by general taxation, this requires high levels of taxation to direct taxation, of which Denmark is the highest in the EU. With high % of the social security and relatively low direct taxes, German and French tax systems are the opposite of Denmark.

Reforms regarding tax rates in Kosovo

From January 2009 has started to apply the new law to discount the tax rates in Kosovo. Taxes on corporate income decreased from 20 % to 10%, VAT undergoes an increase of 15 % to 16 % while the tax on personal income had fallen as shown in the following table.

Table 5.

Taxes on Personal Income and tax rates in%			
The average Personal Income in €		Tax rates in %	
Monthly	Annual	Up to 2008	From January 2009
Up to 80 €	Up to 960€	0%	0%
80-250 €	960-3000 €	5%	4%
250-450 €	3000-5400 €	10%	8%
Over 450€	Over 5400 €	20%	10%

While in mid -2012 there was an increase in the tax rate from 5 % to 9 % for businesses involved in service activities, whose annual turnover does not reach the amount above 50.000.00 €.

Data on the growth of Kosovo into perspective

Kosovo's economy grew by an average of 4.3 % in the last decade (2003-2012) to set Kosovo on top of the region, however insufficient to generate satisfactory improvements in the standard of life. Population growth, 1.5 % with the largest in the region, while per capita GDP 2.8 % lower in the region, also index of consumer prices, to 2.3 % the highest in the region (International Monetary Fund, 2013).

This shows that despite that Kosovo had economic growth and the crisis of 2008 has not affected the economy of Kosovo, Kosovo revenues are small per capita and that despite the lower tax rates and reforming the system despite administration largely tax , Kosovo is achieving success in collecting enough revenue , as a result of the presence of the informal economy and corruption that the presence of public officials .

Initiatives to streamline business registration and to protect investors helped Kosovo to climb 30 stairs in the World Bank report where we Chuang ranked 98th (World Bank, 2013).

Conclusions

The purpose of this paper is to reflect the impact of the tax system reform in economic development. Here's tax reforms have significantly changed the functioning of the tax system resulting in improving the impact of economic growth. Desirable social spending will translate into growth in output and growth in real per capita basis to ensure efficient use of government tax revenue from various reforms.

However desired income can not be generated from tax -free review of outdated laws and tax rates without promoting fiscal responsibility, efficient administration with a staff without corruptive, well trained and motivated to progress in achieving the objectives macroeconomic and above all accountability and transparency by government officials in the management of income tax for the benefit of the citizens of that country .

Recommendations

- Policies that would promote growth with its own forces include improvement in governance and business climate.

- Tax structure should be adapted to progress towards EU integration over the economy and more towards domestic production, gradually shifting towards direct taxation.

- Expand the tax base by revising tax rates low directly.

-Tight control transaction in certain sensitive areas and economic: art, gold, jewelery, private medical services.

- Increasing professional tax officials mainly on the concrete provisions specialization works.

- Raise the level of responsibility and Accountability that tax officials.

- Organize steps in combating the informal economy as well as to businesses to the informal - Employed registered obligation to employees prior to starting work.

- Kosovo institutions to take concrete steps to combat corruption among public officials.

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Perception of the future Social Workers about environmental issues

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Abstract

Environmental issues are very important for all the people thorough the world. They impact the quality of human life. Each of us must protect the environment and must take part in preventing problems. The social workers have a great role regarding environmental issues. The paper aims to obtain opinions of students of the Faculty of Educational Sciences, Social Work branch, Bachelor degree, third academic course regarding environmental issues. The research question are : "What are the perceptions of students of the Faculty of Educational Sciences, Social Work branch, Bachelor degree, third academic course about environmental issues?" and ""What are their perceptions about their contribution to environmental protection as future social workers?". It is used the focus-group method and technique of interviewing the students of Social Work branch, Bachelor degree, third academic course. In the study, we had the participation of 39 students of the Faculty of Educational Sciences, Social Work branch, and third academic course. There are given the appropriate conclusions. All the students consider very serious thes issues related to the environment. They accept that environmental protection is very important. Regarding the quantity of information that the students have about environmental issues, 10 students accept that they are very informed and the rest of the respondents said that they are less informed. The students affirm that they must contribute as future social workers in the environmental protection and they list a lot of actions for solving environmental problems, including: a)recycling, b)choosing the best products for the environment, c)avoiding travelling by car, d)the use of public travel, e)saving electricity, f)becoming a member and contribution to environmental organizations, g)giving donations for environment protection. The students will contribute as future social workers for environmental protection in their city/village residence in a lot of ways, as: a)population informing, b)raising public awareness about environment keeping clean, c)organizing activities for cleaning their city/village, d)implementation of environmental protection legislation, e)participation in environmental organizations, f)organizing awareness campaigns for environmental protection, g)cooperation with competent authorities in order to reduce environmental pollution and to protect the forests. There are given, also, the appropriate suggestions.

Key-words:environmental issues, undergraduate social work students, environmental protection

Introduction

Air pollution can affect our health in many ways. Numerous scientific studies have linked air pollution to a variety of health problems including: (1) aggravation of respiratory and cardiovascular disease; (2) decreased lung function; (3) increased frequency and severity of respiratory symptoms such as difficulty breathing and coughing; (4) increased susceptibility to respiratory infections; (5) effects on the nervous system, including the brain, such as IQ loss and impacts on learning, memory, and behavior; (6) cancer; and (7) premature death (cited from: http://www.epa.gov/airtrends/2010/report/airpollution.pdf, pg.3).

According to WHO, "The environment is a major determinant of health, estimated to account for almost 20% of all deaths in the WHO European Region. In 1989, concerned about the growing evidence of the impact of hazardous environments on human health, WHO/Europe initiated the first ever environment and health process, towards a broad primary prevention public health approach, and to facilitate intersectoral policy-making"(cited from: http://www.euro.who.int/en/health-topics/environment-and-health).

 According to WHO, "Environmental hazards are responsible for about a quarter of the total burden of disease worldwide, and as much as 30% in regions such as sub-Saharan Africa. As many as 13 million deaths can be prevented every year by making our environments healthier" (cited from: http: //www.who.int/features/factfiles/environmental_health/en/).

Various studies and literature indicate that environmental pollution disproportionately affects minority and low-income populations (Arora and Cason, 1999; Bullard, 1990; United Church of Christ, 1987). Minority and poor communities bear the burden of environmental problems that are forced upon them by decision makers and more empowered communities

that subscribe to the notion of 'not in my back yard'. According to Besthorn and Saleeby (2003), this inequality in healthy environments "results in the further marginalization of already disenfranchised people" (p. 9 (cited from: http://cswr.columbia.edu/wp-content/uploads/2013/04/Jarvis.-Environmental-justice-and-social-work-A-call-to-expand-the-social-work-profession-to-include-environmental-justice.pdf, pg.38).

Regardless of their area of specialization, many theorists contend that "social workers will encounter the consequences of environmental contamination in their work with clients, whatever the field of practice" (Soine, 1987, p. 44 (cited from: Muldoon A. (2006) Environmental Efforts: The Next Challenge for Social Work, Critical Social Work, Vol. 7, No. 2).

The International Federation of Social Worker's (IFSW) definition of social work adopted in 2000 is : "The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work" (cited from: http://www.socialwelfarehistory.com/programs/social-work-a-definition-2000/).

Health is an issue of human rights and social justice. These two central social work values frame IFSW's understanding that all people have an equal right to enjoy the social conditions that underpin human health and to access services and other resources to promote health and deal with illness. The United Nations (UN) Declaration of Human Rights identified a range of rights which are essential to health. These include rights to life, liberty and security; to participation in policy making; to education and to just and favourable conditions of work. Centrally, the UN Declaration asserts the right to 'a standard of living adequate for health and well-being of self and of family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control'(Article 25).

Social workers in all settings engage every day with children, men and women struggling to realise these basic rights to health (cited from: http://ifsw.org/policies/health/).

Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve. Social work is an interrelated system of values, theory and practice (cited from: http://socialpolicy.ucc.ie/ifsw_Definition_Of_Social_Work.htm).

So, it is clear that environmental problems are associated to social worker profession.So, it is very important that social workers know these problems and, knowing them, they will be able to resolve these problems.

The main aims and objectives are:

Obtaining opinions of students of the Faculty of Educational Sciences, Social Work branche, Bachelor degree, third academic course regarding environmental issues.

Analyzing students'opinions about the importance of the environment protection.

Analyzing students'opinions about their role regarding environmental problems prevention and environmental protection.

Analyzing students'opinions about their contribution to environmental protection as future social workers.

The research question are :

1."What are perceptions of students of the Faculty of Educational Sciences, Social Work branche, Bachelor degree, third academic course about environmental issues?"

2."What are perceptions of students of the Faculty of Educational Sciences, Social Work branche, Bachelor degree, third academic course about their contribution to environmental protection as future social workers?"

There are made a lot of studies in the world with the focus people opinions about environmental issues. For example, the study conducted with 500 students of Sekondi-Takoradi Metropolitan Authority (S.T.M.A) Senior High Schools by Bonney E.A., Wayoe B., Anumel E., Andoh S.A. (2013). The results of this study indicated that the students think they have role to play part in protecting the environment. They also say they can take steps not to damage it and even want to preserve it for future generation. The major findings of the study were that most boys and girls in this study strongly agreed that learning about the environmental challenge issues would prepare them for the future and that people should care more about the protection of the environment. They also agreed that something can be done to curtail the drastic alteration of

the environment. Both boys and girls agreed that science and technology can solve environmental problems (Bonney E.A., Wayoe B., Anumel E., Andoh S.A. (2013) Perceptions of Students on Environmental Challenge Issues, Journal of Environment and Earth Science, Vol. 3, No.5, pg.43-47).

Another study is conducted from the Special EUROBAROMETER 295 (2008). European citizens attach great value to the environment and are increasingly aware of the role that the environment plays in their lives. Most Europeans have environmentally friendly attitudes and they are aware of their role as individuals in protecting their environment…
…however, although Europeans are aware of the need to protect the environment, their green attitudes do not always translate into environmentally friendly behaviour and concrete actions. A substantial share of Europeans say that they do not feel informed about environmental issues (42%). Nonetheless, the majority feels fairly well (50%) or very well informed (5%) (Special EUROBAROMETER 295/Wave 68.2- TNS Opinions &Social (2008) Attitudes of European citizens towards the environment, Special EUROBAROMETER 295, pg.74-75).

It can be cited the research that was commissioned by SC Johnson and executed within the GfK Roper Consulting Green Gauge® US survey. The survey was fielded online among 2,000 adults age 18+ in the contiguous United States between June 9 and July 5, 2011. According to the study, "One challenge over the past 20 years for businesses, governments, and non-profits has been influencing Americans to make lifestyle changes that have a positive environmental impact. However, behavior change is possible" (SC Johnson (2011) The Environment: Public Attitudes and Individual Behavior — A Twenty-Year Evolution, GfK).

Method

Participants

In the study, we had the participation of 39 students of the Faculty of Educational Sciences, Social Work branch, third academic course. 2 students (5,1%) are male, 37 students (94,9%) are female. In the study we had the participation of students of different ages. 6 students (15,4%) are 20 years aged, 19 students (48,7%) are 21 years aged, 11 students (28,2%) are 22 years aged, 2 students (5,1%) are 24 years aged, 1 student (2,6%) is 25 years aged. 28 students (71,8%) live in city, whereas 11 students (28,2%) live in village. The students participating in the study live in different areas of northern Albania. 5 students (12,8%) live in Shkodra district, 2 students (5,1%) live in Tirana district, 7 students (17,9%) live in Lezha district, 1 student (2,6%) lives in Malësia e Madhe district, 4 students (10,3%) live in Tropojë district, 3 students (7,7%) live Puka district, 4 students (10,3%) live in Kukës district, 3 students (7,7%) live in Laç district, 2 students (5,1%) live in Mat district, 2 students (5,1%) live in Kruja district, 2 students (5,1%) live in Mirdita district, 4 students (10,3%) live in Dibra district.

Materials

It is used the focus-group method and technique of interviewing the students of Social Work branch, Bachelor degree, third academic course. The contents of the interviews and focus-groups was based at different similar studies realized in the world (as for example: a)Bonney E.A., Wayoe B., Anumel E., Andoh S.A. (2013) Perceptions of Students on Environmental Challenge Issues, Journal of Environment and Earth Science, Vol. 3, No.5, b)Department for Environment, Food and Rural Affairs (2009) Public attitudes and behaviours towards the environment - tracker survey - A research report completed for the Department for Environment, Food and Rural Affairs by TNS, Nobel House, London, c)Mondéjar-Jiménez, J., Mondéjar-Jiménez, J.A., Vargas-Vargas, M., Gázquez-Abad, J.C. (2012) Personal Attitudes in Environmental Protection, Int. J. Environ. Res., 6(4):1039-1044, d)SC Johnson (2011) The Environment: Public Attitudes and Individual Behavior — A Twenty-Year Evolution, GfK, e)Special EUROBAROMETER 295 (2008) Attitudes of European citizens towards the environment, TNS Opinions &Social).

The contents of the interviews and focus-groups was thought in a way as to collect the opinions of these students concerning the main aims and objectives of the paper.

Procedure

The Administration of the interviewing and focus-groups was conducted during the month of May 2014.The students that participated in the study consented with pleasure to participate. It was obtained the respective permission to make this study.

Results

All the students consider very serious thes issues related to the environment. The main environmental issues that the students are concerned are : water pollution, air polllution, the disasters caused by the people, the growing waste, the climate change, the agricultural pullution, the urban problems and the impact on our health of chemicals used in everyday products.

The students consider the environmental issues as a serious problem, because: a)these issues affect directly our quality of life, b)environmental pollution impairs our health, c) environmental pollution impairs, also, plants and animals, d)there is to much forest destruction, throwing garbage in inappropriate places, in lakes, etc.

According to the students, environmental issues have direct effects on these aspects:a)on our health, especially on breathing problems, on people allergies increase, b)on people quality of life, c)on air pllution, d)on individual welfare.

All the students accept that environmental protection is very important.

Regarding the quantity of information that the students have about environmental issues, 10 students accept that they are very informed and the rest of the respondents said that they are less informed.

The students affirm that they must contribute as future socail workers in the environmental protection. They see their contribution as future social workers in these aspects: a)participation in information and awareness programs for the population, b)contribution to different environmental associations, c)lobby for environment protection.

According to the students, the actions for solving environmental problems, include: a)recycling, b)choosing the best products for the environment, c)avoiding travelling by car, d)the use of public travel, e)saving electricity, f)becoming a member and contribution to environmental organizations, g)giving donations for environment protection.

According to the students, the main ways to prevent environmental problems are: a)providing more information on environmental issues, b) introducing heavier fines for offenders, c) trying to ensure better enforcement of existing environmental legislation, d) Offering higher financial incentives (e.g.: tax breaks, subsidies) to industry, commerce and to citizens who protect the environment and reduce air pollution.

According to the students, the main reasons of environmental problems in our country are: a)the lack of environmental culture for some individuals, b)excessive consumption of bottled products, c)air pollution, d)throwing the waste in improper places, e)massice use of cars, f)the destruction of green spaces, g)forests burning, h)pollution from the industry.

The students will contribute as future social workers for environmental protection in their city/village residence in the following ways: a)population informing, b)raising public awareness about environment keeping clean, c)organizing activities for cleaning their city/village, d)implementation of environmental protection legislation, e)participation in environmenatl organizations, f)organizing a lot of campaigns in order to inform and sensitize people to environmental protection, g)cooperation with competent authorities in order to reduce environmental pollution and to protect the forests.

So, in general, the data obtained coincide with the data of other studies. Our students, just like other people in the world consider very important environment protection.

Discussion

In general, the data obtained coincide with the data of similar studies made in the world. Our students consider very important environment protection. Environment protection is very important for all of us. All the people have a great role regarding environmental issues, especially the social workers. All the students (the future social workers) consider very serious the issues related to the environment. The students consider the environmental issues as a serious problem, because: a)these issues affect directly our quality of life, b)environmental pollution impairs our health, c) environmental pollution impairs, also, plants and animals, d)there is to much forest destruction, throwing garbage in inappropriate places, in lakes, etc. All the students accept that environmental protection is very important. Regarding the quantity of information that the students have about environmental issues, it is very important that the students must have more information about environmental issues. The students affirm that they must contribute as future socail workers in the environmental protection.

They see their contribution as future social workers in these aspects: a)participation in information and awareness programs for the population, b)contribution to different environmental associations, c)lobby for environment protection. The students will contribute as future social workers for environmental protection in their city/village residence in the following ways: a)population informing, b)raising public awareness about environment keeping clean, c)organizing activities for cleaning their city/village, d)implementation of environmental protection legislation, e)participation in environmenatl organizations, f)Organizing a lot of campaigns in order to inform and sensitize people to environmental protection, g)cooperation with competent authorities in order to reduce environmental pollution and to protect the forests.

The students of the Faculty of Educational Sciences, Social Work branch, third academic course will be the future social workers that will operate in all the North of Albania area. As it is cited above, "d and in the lives of the individuals, families and communities they serve". So, the environmental issues will be in the focus of their work. So, they can contribute in diminishing environmental problems in the North of Albania area.

The students must have more information about environmental issues. This can be realized through several ways, for example : a) including more information about environmental issues in their curricula, b) including more information about the role of social workers for environmental protection.

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Albanian Universities mission on "the system" of long-life education

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Abstract

The article focuses on long life education and on the role of universities along this process in the conditions of Albania. Contemporary society is especially characterized by the terms such as: change, uncertainty, knowledge, information, globalization, etc. We are also touched by these terms in the educational system; we have to be aware of the fact that the education itself ages faster and faster. The sense should be so as the educated person could be employed without any problem, so as his/her competence would comply with topical needs of labors market. Nevertheless, this task is not easy, and I think that learning is becoming a long-life task. If universities want to comply with their mission - to prepare people for their lives, – they have to not only develop their field in such a way so as it corresponds with the requirements of contemporary world, but also they must expand their care from students to the sphere of graduates as well. The early 21-th century looks as troubling time for universities because the demands of society on one side and the rise of new learning technologies on the other side, which are developing rapidly. Human nature and the imperatives of "the learning society" imply the survival of university, along with its frustrating capacity to absorb threats and to adapt to change and not "throw out the cathedral with the ivory tower".

Key words: *long-life education, role of university, continuing education, etc.*

Introduction

The term "Long-Life Education" usually implies a kind of system which gives a person the opportunity for individual development in the highest levels of his potential. Such a system does include all the educational opportunities accomplished by the individual during his whole lifetime in close connection to his interests, duties and necessities.

In the Education Memorandum, during the entire existence of the European Union (2000) [1] there are to be highlighted two important and equivalent aims which are: the promotion of active citizenship and employment. "The European Union shall set an example to the world by showing that it is quite possible the dynamic economic achievement and at the same time the strengthening of the social cohesion. Learning throughout the entire lifetime and especially the complimentary education is a very effective action line as for the development of citizenship, social cohesion and employment."

This idea is widely supported in the Mutual Declaration of the European Ministers of Education compiled in Bologna on June 19th, 1999: "The space of European High Education" which highlights that "The Europe of Lore is presently known as an irreplaceable factor for the social-human development and as a complimentary part for the consolidation and enrichment of the European citizenship, capable of furnishing its citizens with the necessary competences in facing the new millennium challenges and making them aware towards the mutual values and their belonging in the mutual social-cultural space."

During the phase of this study's conceptualization there were therefore determined a group of issues in respect of the role of the Albanian university and its preparedness in front of this challenge, the continuous education or tertiary as a part of the paradigm: long-life education.

- Is it necessary the "long-life education" in Albania?

- Can the universities and high schools play a primary role during this process in Albania?

- Can there be difficulties in the implementation of "continuous education" in the Albanian reality?

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[1] Dimensions of Adult Learning, fq.154 -155

This issue requires the analyses of the affluent refractory factors which make the process, thus, difficult. We point here to the psychological, traditional, academic, administrative, legal, factors, etc.

- The last group of issues has to do with the categories of "continuous education" and the most suitable structural forms for its accomplishment.

A structural questionnaire which aimed at the evidence of the perceptions and mentalities of the university academic staff, made possible the selection of the sample. In our case the population included in the study constituted the strata of teaching staff at the universities the number of which was at an approximate nearly 2000 subjects. At the mere framework of our study, this stratum is considered as homogeneous despite of the age differences, gender, academic qualifications, experience, role in leadership, and so forth.The conception of this terrain poll took under close consideration the procurement of an information (mainly quantitative), defined and structured in accordance to the degrees of the ordinal, interval and Likert measurement, degrees which thus make possible a statistical analyses of data

For this reason, we thought to make up a simple occasional sample numbering 100 subjects(professors) dispersed in nearly all the Public Universities in Albania.

In the same occasional way it was defined the following diffusion:

Korca University   25 subjects,

Gjirokastra University   25 subjects,

Elbasani University   20 subjects,

Shkodra University   15 subjects,

Tirana University (Faculty of Economy and Faculty of Nature Sciences)   15 subjects.

This poll was performed during the months of December 2007 – January 2008.

The necessity of long-life education in Albania

Our European identity is not only geographical, but our mutual attempts and interests in the achievement and preservation of standards and peculiarities of this continent in its culture and development are very sensitive in the last decades

A great deal of authors and researchers do think that long-life education is a system which shall co-travel parallel to the global developments of the society.

Its necessity as an evidence of these global developments is assessed as a manner of making much stronger the individuals and the sole society in the forthcoming challenges which are uncertain due to the vigor of technological changes.

Positively, our country derives from a major political and social change and it is actually still to be found on the long way of great reforms in the economy sectors. The transition and the drastic changes unlived by the Albanians, the centralized economy towards a trade economy did therefore bring tumults in the labor market.

A lot of graduates in the state administrative sectors converted to unemployed persons because their diploma and education no longer provided them with a new labor place. This category pertains today to the middle age which after a decade and a half is still to be found work-active and able to participate in an active way into the social activities. The ascertainment of the situation still is not replaced by training and problem resolution. During the first years of the big changes the state institutions could not orientate these individuals toward the proper labor market because the market was in constant motion and chaos. Even today, there exist no orientated policies from the responsible sectors and institutions as for the education and steering of the population towards the labor market. There are no policies tending to solve this problem, giving opportunities and spaces for re-education, training and qualification in order for the people to be able to possess abilities and facilities in facing the change and their economic and financial uncertainties.

If we get to refer to the education system, it is to be found in a continuous reformation and this requires novel competences and abilities from its teachers, leaders and managers.

"Unlike a lot of countries of the EC, where the teachers of the elementary education teach all of the subjects and the ones of the high education teach more than one teaching subject, the teachers in Albania are trained to be orientated more towards the process and less towards the subject rationalization. Taking into consideration that one of the objectives of the reform is the development of the capacity and of the education system and the attempt to bring it near to the one of the EC countries, teaching in Albania shall be considered as a public service. The effectiveness and efficiency may outgrow even

through the input of the interdisciplinary competences for the teachers of the elementary education and the input up to two teaching disciplines for the high school teachers."1

These required capabilities and competences will be possessed by the teachers in offering them the opportunities of knowledge reconfirmation or of the intake of new knowhow by means of complementary education.

Within the context, if we are to refer to the nowadays working market and the requirement that it generates, seemingly, for the age group that we are taking under consideration (middle age), there exist no priorities for employment. This happens mainly for lack of abilities especially in technology but even due to the preference of the employers towards young group-ages, which, thus, requires a long-term investment.

A question might be: Shall we invest in this group-age taking into consideration such a risk? I think that the government and the responsible institutions shall consider the long-life education as a new education system. The start of this new system shall begin as soon as possible. The service shall be offered to this category so that for the forthcoming generations this long-life learning is going to be not only present but also natural and vital.

Chris Duke claims that: "Our global cultures have had a transformation … this transformation is our vigorous race by means of informing revolution, towards a society which is based on knowhow and lore."2 So, the technological changes and notably the electronic innovations which do therefore progress with unforeseen pace, are the ones which require a continuous acquisition and adoption process from the side of the individuals. This factor shall be evaluated too, when the digital informing, the electronic knowhow and its utilization in Albania have quite visible deficiencies. The mobility of the individuals in other countries of the region requires that they possess abilities, capabilities and skills related to the technology and its utilization.

Another factor is even the preoccupation and requirement of the bodies of the European Union and Albanian Government.

The Process of Bologna, in all of its documents brings under attention the concept "Europe of Lore" in engaging all of the education governments and institutions in the accomplishment of this competitive idea, by means of finding novel paths and innovations.

The following quote is detached from the Declaration of Sorbonne dating on May 25th 1998: "We are moving towards a period of big changes in the education and work condition campus with a multitude of courses for professional carriers, where the continuous education and qualification comprises a clear obligation".

In the report of the Conference of the Responsible Ministers for the High Education, Berlin 2003, it is therefore accentuated: "There shall be estimated the important contribution of the high education in converting the long-life education into a reality".

The Albanian Ministry of Education, in the Law for the High Education and in the Master-Plan Project for the High Education, assesses the continuous education as a challenge in front of the High Education institutions and as an influencing factor towards the regional integration.

"Albania is in need of a well-educated population for a more capable working force, aiming at the construction of a future society based on knowledge. For these reasons, the government has decided that education will be the chief priority for the forthcoming decade.

The main objectives for the High Education are the following three:

Assisting the society's development and raising the standards of democracy and civilization.

Assisting the country's economic development in preparing a more qualified working force and in giving a helping hand to the regional development.

Accomplishing the young people's aspirations for better opportunities for the ones that may profit from them."3

A very significant fact is the actual and on-going influence of the global economy. Operating and heading the local societies and communities in the course of the global economy poses a challenge towards the educational institutions. They own the right potential which may insure a quite equilibrated development of long-life learning as a system which may thus be influent to this globalization.

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1 Strategjia Kombëtare e Zhvillimit të Arsimit Parauniversitar 2004-2015
2 International Handbook of Lifelong Education, Volume II, p. 504 -505
3 Projekt-Mastër Plani për Arsimin e Lartë, Chapter: Objektivat për sistemin e arsimit të lartë

Another important factor which determines and conditions the continuous education of our society is the nature of knowhow which is on constant change and even the context of knowledge and education. The nature of knowledge, the research processes, the science utility and contribution are always under a continuous investigation.

Popper[1] in his theory on "the third world of knowledge", claims that "...knowledge and cognitions do not stand in the libraries and do not pertain only to the school institutions but they are to be found to the public places where the people develop and generate answers to the questions and thus, give solutions to the problematic situations." This character of knowledge according to Popper may appear in front of the individuals in the most possible optimal manner throughout the universities as mere specialized and flexible centers.

We do think that part from this analyses concerning the existing conditions of today's societies constitutes even the prolongation of the living years on one side and the growth of the age of population as a consequence of birth rate diminution. This apparent demographic change in our country clarifies the requirement and the opportunities of the third age for a continuous education as a consequence of their working capacity. This role is to be performed by the side of the university parallel to the education that it accomplishes for the young people.

Faure[2] argues that the only way people could safely face the change of time is their involvement in the activities of that process named "permanent education". Each citizen is converted into a permanent subject of learning and acquiring knowledge during his entire lifetime and this is very apparent and undeniable starting from the simple biological fact, we learn the same way as we breathe, continuously, during the entire life span without even thinking how are we doing that.

Can the Albanian Universities play an important and primary role in the case of continuous education? How shall this mission be considered by the universities?

What does society represent and how can it be understood? Society, in a general context, is the communion of human and social life components among which are ranked: the economic, social and cultural environment. While the university environment is under the consistence of the society, Duke,[3] clarifies his observation that:

The university of the years 2000 compared to the one of the 70s is more inclined to be anchored in the local region, in the region's context and culture, as a way to adopt the overwhelming rhythm of globalization. In a on-growing and unstable environment with its components such as economy, culture, employment and knowledge nature, the duty of the university falls in the entire society (if they want to survive). They shall turn to learning bodies and to open systems within their regional existence. The university, at the same time, shall be in a kind of way apart from the society, in order to be an important part of it and it shall be therefore considered as a peculiar place, as a kind of cathedral whereby the people may be inspired and reflect.

Nowadays there are identified three major university challenges:

How shall they respond to the "clients' choices";

How shall they comply and fulfill the necessities of the ones who, actually, are not being served yet;

Which direction shall the government give to the tertiary education and how shall it consider the university role within this system.

What kind of relationships do therefore exist between the university and the society?

These kind of relations have to do with the university mission, with the duties that they possess towards the society which argues the role of the universities.

Firstly: The universities provide the individuals with the high education. Fundamentally, this is the education sanction in conformity to the place of the university in the education pyramid, in general.

Secondly: The university gives its contribution to the economic development of the society in getting specialists prepared and in furnishing them with novel knowledge. This has to do with the functioning of the scientific research.

Thirdly: The universities give their contribution in the social and cultural life. This, in fact, is the social and cultural function. The evolution of the requirement for university education determines the necessity for complimentary education.

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[1] International Handbook of Lifelong Education, Volum I, p. 20
[2] International Handbook of Lifelong Learning, Volum I, p. xvii
[3] International Handbook of Lifelong Education; Volume II, C. Duke, p. 505

The same author issues an alert towards the policymakers and heads of universities: "Don`t throw out the cathedral with the ivory tower!"[1] Ivory tower is a metaphor which serves to understand the division between university and society. Cathedral is a metaphor which declares the on-going and, meanwhile, new identity of the university in the multiple and post-modern society. The university allows to itself alternatives and perspectives as a constituent part of the world development, a suitable community for the individual and social reflection without refusing the influences of the economic and political system.

Is the adduction of these ideas supported in the twenty first century? How can the universities be placed in the new, changing and bilateral role as centers of High Education and as centers of the tertiary or continuous education? Are our universities distinct from the other centers which train the adult education? Is our university a special centre which serves to accomplish the transition from school to the adults' life so as to expand the continuous education market in converting it to a cathedral of knowledge?

The role of the university in the continuous education is proposed and expressed in the beginning of the 90s from the OECD, by the term "learning universities" and besides the seemingly long decade as for the accomplishment of this project, a great deal of literatures and authors do accentuate that, under this direction there is a diminutive almost-zero "talk" from the side of university history. This kind of university suggests a change, a paradigm shifting addressed by the new discussion between two ideas. The university invasion in this span, for some does corrupt its soul and is eluded for a fallacy of the ivory tower. Under a more optimistic framework, it is therefore proposed that the universities may and are adopted, they go "with the wind" and they are partially changing in a fractioned manner of a vindicatory reaction. For the university to play this role, i.e. the continuous education of the adults for the contribution to the social transforming, this is not a new idea, but, the headship and identity issues are more acute in the nowadays developments more than during the last decade. The university, as a significant social institution and even as a "proprietor of this campus" in the twenty first century is being presented with a lot of challenges. Duke[2] takes under consideration five issues which are closely connected to one-another. (1) Entrepreneurship or initiative, (2) Organization and process leading, (3) Collaboration, (4) Knowledge' transitional nature and its demonstration, (5) The geographical and geopolitical position of the university.

Being an entrepreneur or impresario of novelty does hereto present the essential model of just adaptation with the expectancies and requirements which stand ahead of the university. The crisis in "humanism" is the exposed border of crisis in universities. This implies the imminence which is thought to have undergone the reserved nature for the specialists' elite, together with the new stream, which requires the involvement and influence on the behavior and performance of a lot of communities.

The organization and process' headship poses a new challenge to the university in the process of continuous education. The strategic plans in the application of this process does preoccupy much more the university managers and the assistant staff who shall report the financial audit account in the right manner in close accordance to the highest standards, to the aims, objectives and to the results in digits. In this manner, the entire process is transformed into a low managerial sense, meanwhile the challenge of the university in its entirety is to organize and headship the process by a hybrid management which requires mobilization and engagement and even an applied intelligence of the ones which are to be involved in the organization as an institution and body more than being a mere organization schetch and management system.

A very fundamental factor in the success of the modern university is the capacity to constitute strategic alliances with other unities which transcends even the cathedral borders. The University of the Twenty first century must be an active part of the community unless they can play the heading role, but the experiences still indicate that some universities will still remain "ivory towers".

The nature of knowledge in the local and global plan presents the actual discussion that the nature of knowledge is the one which illustrates the necessity for university span, its sensibility and collaboration throughout all of the levels. According to Duke, all of the modern university constituent parts and levels are therefore influencing the "environment".

The interest and idea as for the regional university is flourishing in the sense that the university is part of a regional economy. The region is a vital part which will help the university to understand its destination of the last years.

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[1] International Handbook of Lifelong Education; Volume II, C.Duke, p. 514
[2] International Handbook of Lifelong Education; Volume II, C. Duke, p.515-522

In the Master-Plan Project for the High Education[1], it is thus given the actual situation of the Albanian university "Regional Universities which do not have a powerful role in the local development and which are not actively encouraged in giving local economic assistance for example, by means of covering the local services."

Duke highlights[2] that the university is not an ideal community, but that in any case it shall present an entirety of values and become source of a critical comment of the society strata, values, behaviours and conduct and even of the training and retraining of the human resources in the composition and application of the knowledge and lore in the most specialized alleged sense for this institution.

Almost for the great part of the people, the university shall remain a place, a community and an experience. The human nature and the necessity of the knowledge society involve the university' survival, together with the irritation and capacity to absorbe the risk and change expediency by not changing dramatically.

Some imperatival means in the process implementation.

In order to make possible the implementation of the complimentary education within the roles of the university it is thus needed the genesis of some conditions when such a request exists.

These conditions have to do with the academic political will which shall undertake the complimentary education and from the other side the available means.

The intellectual means, staff to be engaged.

This for the sole fact that the requirement for this kind of education does not always correspond to the available academic competences. At the same manner, the professional perfection does not only require the theoretical aspect but even the practical and actual one. A lot of gathered experiences from researchers hold forth about adults who return to the auditoriums in order to supplementary replenish their carrier and where they run up against the same academicians they are delighted with the borders of their specialty.[3] This brings quite about a lack of integrated programs and non-accomplishment of the "clients" request who want to possess inter-disciplinary capacities and deftness.

In compliance to the andragogy science' principles it shall be accepted that we can discern the best and safest learning of the adults when the students are totally involved in the control, headship and monitoring of their learning process in the most suitable and rightful manners with their model, in compliance to the cognitive characteristics and operations in the possession of the new concepts, information and capacities.

This type of learning is very successful when it addresses to the problems which relate to the individuals, when there happen to be clashes of interests, concerns and curiosity whether they are more personal or part of this community.

Material means.

By mentioning these kind of means we understand: equipped coffee room environments adapted for courses, restaurants, hotels, etc, and even equipments such as: recto graphs, retro projectors, video projectors, etc. For the special lessons there are necessitated laboratory equipments, demonstration cabinets, etc. When these means do not therefore suffice or when they do not exist, attempts shall be made in order to correlate to private bodies by means of collaboration contracts and agreements.

These institutions shall find forms and opportunities, on the grounds that they teach the adults how to be curious and how to initiate the research, how to be imaginative and creative, how to be self-monitoring, self-critics, self-evaluators and reformative and to give them the utilization opportunities of various tracks towards the achievement of these aims and undoubtedly a great help might be given even by the technological information and modern technology. But, before demonstrating to the community members how to use the recent learning technologies it is necessary that the staffs of the education institutions make known to them the advantages offered and ensured by this kind of technology.

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[1] Projekt Master plani për Arsimin e Lartë, kapitulli: Konteksti dhe Situata aktuale, kuadri institucional; Pika 7,9.

[2] International Handbook of Lifelong Education; Volume II, C. Duke, p. 525-526

[3] International Handbook of Lifelong Education; Volume II, Ruth Dunkin, Alan Lindsay; Universities as Centers for Lifelong Learning, Opportunities and Threats at the Institutional Level, p. 540

Financial means.

By financial means we understand: The necessary quantity and their origin of progeniture. So, it is indispensable the place where these kind of financial means are going to be looked for:

▪ From national or regional public finances;

In the master-plan project for the High Education[1] there shall be a prime fund in order to assist the regional universities as for preparing the conditions for the applied scientific research, for developing locally offered services on commercial grounds. The prime funds shall be distributed on the basis of a plan prepared by the university with defined costs.

▪ From the national private sector, so from the economic, business environment and from the sole interested "clients".

If we are to refer to the numerals in China[2], where from the continuous education courses the number of registrants in the year 1997 from the Institute of the Continuous Education in Pekin, near the University of Pekin reached the number 24000, and here 7000, they are students who voluntarily pay to support themselves in order to acquire further education. Makono analyses that the employers and the employees have began to understand that learning, knowledge and capacity refreshing by means of continuous education is very effective for work "hunting" and its publicity. So, these entrepreneurs want and have learned to find the possible spaces for ameliorating and improving their life.

▪ From foreign private resources which rarely might be interested;

The diffused information over the programs and courses pace, communications with financial centers which have as work objective the support of such entrepreneurships may affect the financial incomes as for the assistance of this process.

Legal dispositions.

The Albanian Law on High Education, Article 2, Item b, High Education Mission, clearly expresses that the universities shall:

    b) offer opportunities in order to benefit from high education during the entire life span;

Study programs of continuous education

Pursuant to the different study programs, the institutions of high education offer programs of continuous education studies as a form of long-life learning...

Under the framework of continuous education studies, the institutions of high education organize other different forms of informal instruction such as: courses, summer schools and other similarly activities.

    3. The programs structure, in accordance to the items 1 and 2 of this article, their duration and their credits are determined in an independent way from each institution of high education.

    4. In the long run of the programs for the continuous education studies, the institutions of high education issue the respective certificates.

This legal support, allows and favors the long-life education in our universities and it opens the path to the compilation and proposal of the legal dispositions and acts which fulfill this framework and even changes in the statutes and internal rules of the universities. We do think that these dispositions may foresee quite the following:

▪ the right for complimentary recompense as for this service;

▪ the financing of the education partially by the interested employee and partially by the side of the state when it aims an assistance for complimentary education or employee's reconvertion.

▪ the opportunities of professional assessment and benefit;

The availability of the candidates during the accomplishment time of this type of education.

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[1] Projekt Master plani për Arsimin e Lartë, Chapter, Misionet e diferencuara të universiteteve.

[2] International Handbook of Lifelong Learning, Volume I, Trends in and Objectives of Adult Higher Education in China, Atsushi Makino, p. 300

This is related to the organization and finding the most suitable time so that the candidates have the opportunity to follow the courses, the practice and all the other learning activities which their complimentary education is in need of. So, the universities shall have a slogan of their own, not only existing as mere learning institutions but moreover being flexible institutions for a flexible society.

Study results

The terrain canvass gave the opportunity of withdrawing some results and served to the study grounding and conclusions.

There is to be found an 100%-positive-reply by all of the probed subjects to the question: "Do you think that the University shall increase its contribution to the service of the society?"

Each one of the subjects is highly conscious that the university shall increase its contribution to the service of society. The pedagogic staffs regard their position and the institutions where they work as a sponsor of the changes and they regard their contribution as being in service to the society and as a development necessity.

If the university contribution has to outgrow what is the thing that you will discern and evaluate as being the most necessary?
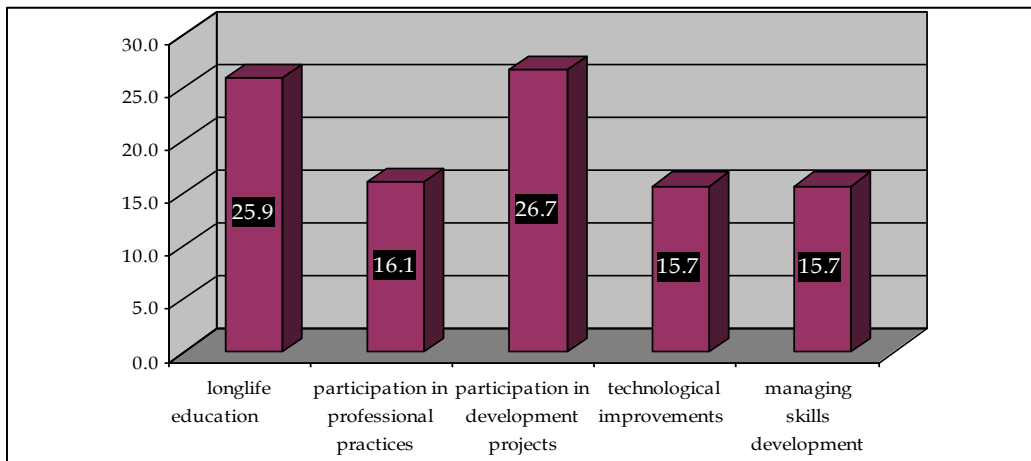
Fig.1.1

26.7% of the respondents do think that university shall contribute much more to the society in increasing the individuals' participation in the society by development projects. In this way they shall educate themselves by being more active in progressive developments of the community.

25.9% do think that university shall undertake the long-life education as a way to serve the needs of the community, in professional and scientific qualifications, to the response of the global changes.

16,1% of the interviewed pedagogues express that the participation in the professional practices serves for the qualification, in giving knowledge and it is a way to possess abilities and competences.

15.7% do think that universities shall improve and progress their teaching technology and further on.

15,7% of the respondents do think that the development of managing capabilities requires not only a kind of empiricism which is gained throughout time by their new experience, but even more durable experience confrontation and theoretical arguments in order to be much more successful.

95% of the interviewed persons do think that the society is expressing its requirements, and the help that it thus requires by the university, in facing the challenges of time and change.

But, in fact, 5% of them avow that our society has not required from the institutions and from the university special services or changes because it is incapable of being orientated and infirm to "start all over again" throughout the continuous

education, in the improvement of its livelihood. The actual companies and businesses are farsighted and the on growing income pragmatism does not allow them to be visionary as for the future of their business.

96% of the interviewed subjects do think that long-life education is a present request and novelty of the society and the universities which shall discern as necessary:

39,1% of the interviewed professors see the thirst for perfection and professional qualification as the most prerequisite request of the individuals in our society.

While, 37,8% of them think that the request is being addressed for professional shift into a response of the labor market.

12,8% see as a requirement the necessity to be equipped with a new diploma,

10,3% think that the individuals are requiring to intake knowledge in order to satisfy themselves and in order to outgrow their cultural level.
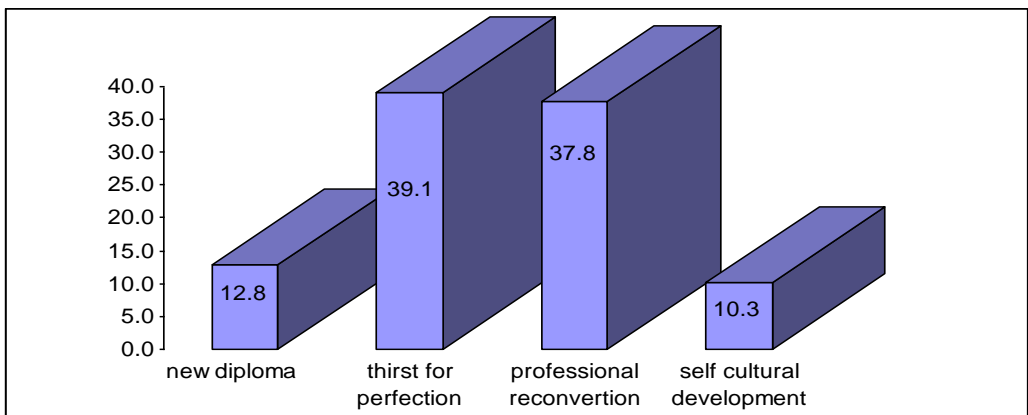
Fig.1.2

The digits might be interpreted by believing that the development challenge and the necessity for its confrontation is the request that presently knocks mostly before the "cathedral" walls, so, a professional qualification and even a professional reconvertion which are the most necessary requirements of the society.

 75% of the interviewed subjects do think that the collective form is one of the organization forms of the long-life education:
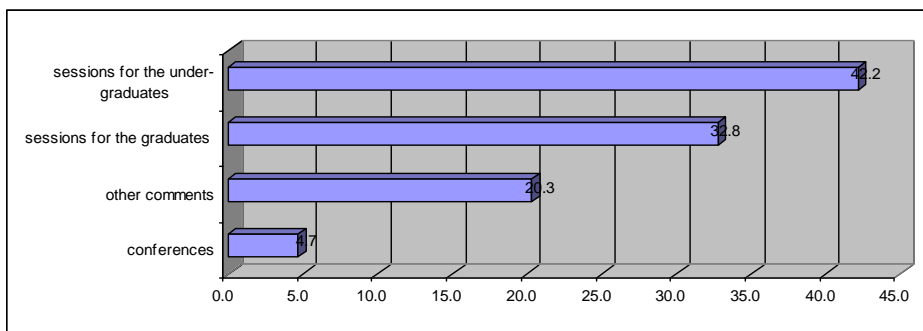
Fig.1.3

42,2% of the subjects assess as the most possible form the sessions as for the scientific and technological education of the undergraduate students;

32,8% do think that there shall be organized sessions for the assistance of the professional capability of the undergraduates;

20,3% see conferences as the most possible forms as for the organization of this process;

4,7% of the interviewed pedagogues give self opinions and comments regarding other organization forms such as short-term courses or even trainings may they be on weekly or even daily basis.

This answers' diffusion signifies that the most preferred forms for the continuous education still remain the following: sessions for the graduate students, sessions for the undergraduates and conferences.

Another form of long-life education organization is the individual form.

80% of the interviewed do think that this is quite a possible form.

The preservation of an equilibrium and the assessment of two forms in the same values shows that, in the long-life education the organization forms might be much more flexible and in connection to the request character and necessity from the individuals, it may be collective or even individual.

For the 80% of the interviewed individuals which see the individual form of the organization as possible, there are given some options of this form of organization.
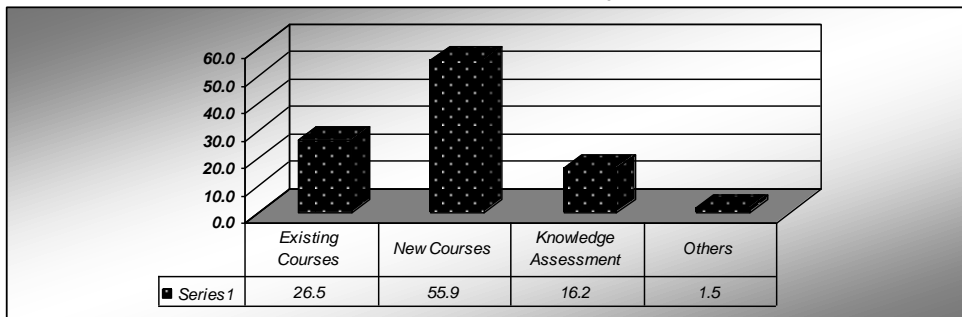
Fig.1.4

55,9% of these subjects do think that the participation of the interested subjects in the new courses is the most possible manner which fulfills their requests. We have to highlight the fact that the labor market requires even changes in the existing courses, new branches which respond to the evident and future changes of the market.

26,5% think that the participation of the interested persons in the existing courses of our faculties is a possible option to the solution of their request.

16,2% think that there shall be organized such forms which accomplish the knowledge assessment of individuals and this shall be accompanied by respective documents which serve as certificates for their competences.

1,5% of the interviewed individuals express that the central institutions such as the Ministry of Education shall orientate and give instructions for other organization forms.

For the 96% of the respondents which behold barriers, the consecution is the following:
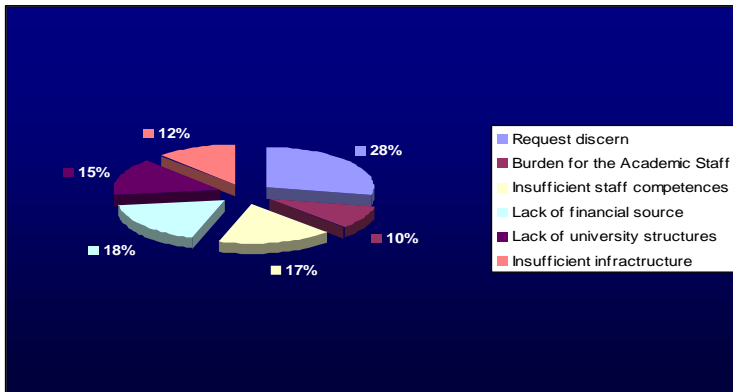
Fig.1.5

28% of the interviewed individuals assess that the request gathering, if such a thing exists, is very hard to be accomplished by the university.

18% of the subjects see that major obstacles are the financial resources which shall cover this process. These financial resources are going to be: the budget, the interested businesses, the individuals or the foreign resources.

17% think that the staff competences are insufficient in front of the requirements for long-life education. The required competences as for the successful accomplishment of the process require from the side of the docents inter-disciplinary skills, integrated programs, new didactic paradigms based on the andragogy science.

15% think as an obstacle the lack of university structures, which will undertake the entire organization of this complex process.

12% regard as an obstacle the insufficient infrastructure of our universities, which in the present conditions, suffers from a lack of environments or even technology which might adopt to the flexibility as required by this process and its "clients".

10% think that for the academic staff this shall be a supplementary burden which shall make impossible the management of the long-life education.

100% of the subjects do think that the university shall create supplementary environments. It is obvious that the respondents regard as important their promptness and the promptness of the institution in general. In the long-life process application there are required new capacities and skills, spaces and opportunities which allow its welfare.

47% of the subjects evaluate that the positive will of the university is one of the conditions which determines the success of the process accomplishment.
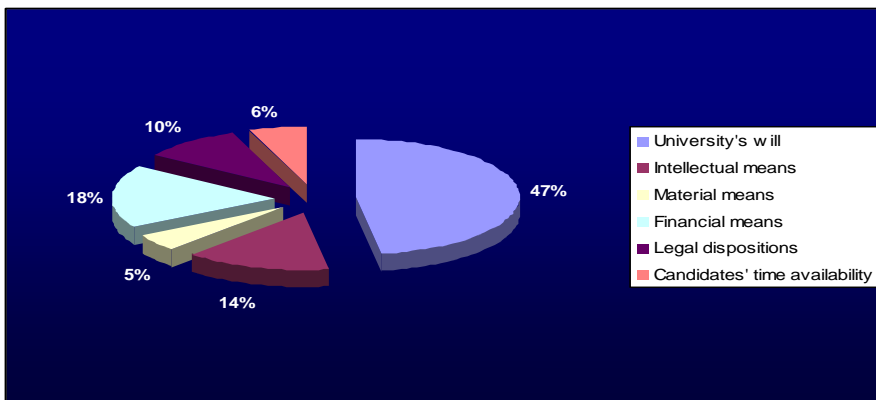
Fig.1.6

14% of the interviewed persons think that the intellectual means, hereupon, new competences and not specialty ones, but even knowledge over the adults' pedagogy are conditions which shall precede and march together parallel to the education during the entire lifetime.

10% think that the legal dispositions are the ones which shall precede this entrepreneurship and which shall open opportunities for its accomplishment by the universities.

6% do think that the candidates' availability during the time of process accomplishment shall be framed in connection to their (candidates) responsibilities and to the professor`s staff.

5% assesses the material equipments as a condition which shall change in order to assist to the process application, such as laboratories, audio and video assisting equipments which help directly to the adults learning. They want to experiment themselves, to be more active and to be sufficiently influenced by the technological means.

99% of the interviewed professors express that there shall be established the Long-life Education Centers near the Universities, in evaluating quite positively this 21st century challenge of the university, as a right undertaking and quite closely connected to the mere existence of this institution, as a vital learning body.

	Administratively dependent	Juridically dependent	Administratively independent	Juridically independent	Pre-university centres
Series1	40.5	25.0	9.5	4.8	20.2
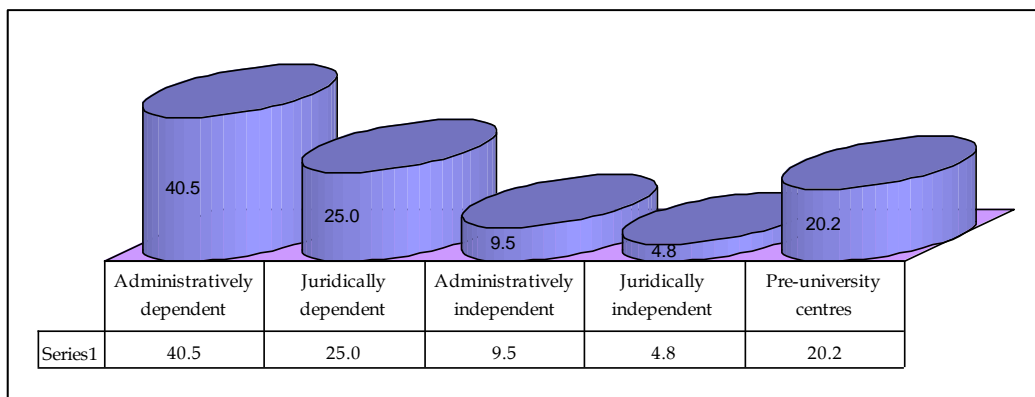
Fig.1.7

The data's thought from the surveyed resulted that 40,5% of the subjects regard these centers as administratively dependent from the university, 25% think that these centers shall only be juridical dependent from the university and 20,2% regard them as pre-university centers.

Conclusions:

Based on the quantitative and statistical analyses it does thereby result that the issue of "continuous education and long-life education" is a necessary phenomenon and is a phenomenon laid down at quite the right time as a constituent part of the present society's educational system in Albania. The opinion polls of the academic staff do hereby confirm that.

Projects' compilation which shall initiate the application of the continuous education process.

Defining the objectives which shall orientate and head this educational process.

Specific program compilation in order to ensure much more "flexibility".

The compilation of such contemporary and integrated curricula which shall fulfill the "clients" expectancy.

The blossom of new structural units such as continuous education or the branch of adult education.

The awareness of the academic staffs and assistant and administrative staff for this important enterprise, not only as a service towards the society but also as a survival for the 21st century University.

Further qualification at the intake and possession of new competences as for the treatment of adult education in close compliance to their peculiarities.

The equipment of the university with material equipments and the exploitation of the technology as an indispensable mean at the service towards the adult students.

The establishment of centers which may stay within the university jurisdiction and administration.

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Sustainable Zakat Accounting in Malaysia: An Analysis

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Abstract

This paper aims to identify and analyze sustainable zakat accounting as practiced by zakat institutions as well as the opinions of the scholars of zakat on sustainable zakat accounting. Based on content analysis, the findings showed there are practices of sustainable zakat accounting in zakat institutions in Malaysia. This includes first, the broadening of assets which are made compulsory for zakat; second, the assessment based on net assets; and third, changes in the assessment method of assets required for zakat. Sustainable zakat accounting is also supported by the scholars of zakat in Malaysia. It is argued that the foundations used in developing zakat accounting for assets which are non-unanimously agreed upon are based on the method of qiyas (analogy). As such sustainable zakat accounting will continue to be used due to its suitability with the demands of current needs and local circumstances.

Keyword: zakat accounting, sustainable, *zakatable* assets, income

Introduction

Zakat accounting means the process of identifying assets that are required for *zakat*, determine the conditions of assets that necessitates obligatory *zakat*, ascertaining the applicable *zakat* rates and calculating the assessment of *zakat* on the related assets.[1] In the meantime, sustainable *zakat* accounting means *zakat* accounting that always take into account the current needs and local circumstances in determining *zakat* of a particular asset. Sustainable accounting is not something new. It has been practiced since the time of *Khulafa 'al-Rashidun*. Sustainable *zakat* accounting is expected to take place on an ongoing basis. Sheikh Mahmud Syaltut, former Shaykh al-Azhar for example, said that this is due to the differences of opinions among jurists on the types of asset that necessitate the imposition of obligatory *zakat* (Muhammad Abdul Mun'im Al-Jammal, 2000).

Generally, jurists divide the assets that necessitate obligatory *zakat* into two categories. First, are the unanimously agreed *zakatable* assets such as gold, silver, agriculture, livestock and business; Second, are the non-unanimously agreed *zakatable* assets such as income from employment and consultation services, stock investments and manufacturing. These non-unanimously agreed *zakatable* assets can change from time to time. In fact the people in Malaysia respond well enough on the imposition of *zakat* on these non-unanimously agreed *zakatable* assets. Table 1 displays the said assets which can be divided into four categories. First, the income; second, agricultural products; third, poultry; and fourth, minerals.

Table 1 Non-unanimously Agreed *Zakat* Assets

Categories of Assets	Types of Assets

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[1] Zakat accounting in Arabic is termed as muhasabah al-zakah. Zakat accounting actually involves five stages. First, determine the assets that necessitates for zakat. Second, evaluate the assets that are necessitates compulsory zakat. Third, determine the appropriate rate of zakat. Fourth, the collection of the zakat from zakat payers and distribute the zakat to its recipients. Fifth, provide a report to the authorities about the collection and distribution of zakat.

Income	Salary, open income, shares, bonds, gifts, royalties, honorarium, consultations and *al-mustaghallat.*
Agriculture	Palm oil, orchards, rubber, cocoa, vegetables and honey.
Livestock	Chickens, ducks, fish, birds, ostriches and rabbits.
Minerals	Tin, iron pieces, gems and petroleum.

Source: Sanep Hairunnizam Ahmad & Wahid (2003)

This paper intends to explore *zakat* accounting practices of *zakat* institutions in Malaysia and then explore the opinions of scholars of *zakat* towards sustainable *zakat* accounting that is practiced in Malaysia. It is divided into three parts. The first part identifies the basics of *zakat* accounting before exploring the sustainable *zakat* accounting practiced by the *Khulafa 'al-Rashidun*. It provides the background to this paper. The second part analyzes the broadening of assets that necessitate obligatory *zakat*, calculating the assessment of *zakat* based on the net asset, and the method of determining the rate of *zakat* assessment. It is meant to showcase the advent of sustainable *zakat* accounting of *zakat* institutions in Malaysia. The third part analyzes the opinions of scholars of *zakat* in Malaysia on sustainable *zakat* accounting in Malaysia, particularly the *zakat* accounting for income and business.

Sustainable *Zakat* Accounting and Practices of The *Khulafa 'Al-Rashidun*

The basis of sustainable *zakat* accounting is actually sourced from the Quran and the Sunnah of the Prophet Muhammad (pbuh) himself.[1] It is as a result of the mentioning of the word assets in which *zakat* is compulsory to be imposed upon in two forms by the Quran and the Sunnah of the Prophet (pbuh). First is in the general form; and the second is in the specific form (Mahmood Zuhdi Abdul. Majid, 2003). In the general form, the Qur'an only mentions one part of the assets (wealth) (*al-Tawbah*, 9: 103) or assets (properties) (*al-Dhariyat*, 51: 19). In the specific form, the Quran mentions about gold and silver (*al-Tawbah*, 9: 34), agriculture (*al-An'am*, 6: 141), business and mineral resources (*al-Baqarah*, 2: 267).

According to Mahmood Zuhdi Abdul Majid (2003), although the Qur'an mentions specifically certain types of asset in which *zakat* is compulsorily imposed on them (*al-Tawbah*, 9: 34; *al-An'am*, 6: 141, and *al-Baqarah*, 2: 267), but there is no indication that restricts the general sense that is found in verse 103 of *Surat al-Tawbah* and verse 19 of *Surat al-Dhariyat*. According to him, these three verses describe only certain types of asset in which *zakat* is to be compulsorily imposed but this does not mean that for other types of assets *zakat* is not obligatory.

In the general form, the Prophet mentions the word "their wealth" (al-Bukhari, No. 478). While in the specific form, the Prophet mentions the types of wealth such as business assets (Abu Dawud, No. 1557), agricultural products such as wheat, barley and vines, livestock such as sheep (Al-Bukhari, No. 525), camel (al- Bukhari, No. 533), and mineral resources (Al-Bukhari, No. 575). The Prophet also mentioned the conditions in which it is obligatory to impose *zakat* on the wealth such as sufficient *nisab* (the passage one year) which bears the following meaning:-

> *"No zakat is imposed on less than five camels, and no zakat is imposed on silver that is less than five silver awaq, and no zakat is imposed on grains if less than five awsuq"* (al-Bukhari, No.538).

Furthermore sustainable *zakat* accounting has also been detected from the writings of classical scholars. Among them is Abu Ubayd (1991). Abu Ubayd has compiled the Hadiths concerning the types of assets in which obligatory *zakat* is to be imposed upon them. He also made a review and then gave an opinion on an issue pertaining to the imposition of *zakat* on the assets or wealth in which *zakat* is compulsory to be imposed based on the Hadith of Prophet (pbuh) and opinions of jurists.

Among the writings of contemporary scholars about sustainable *zakat* accounting is Muhammad Kamal 'Atiyah (1995). Muhammad Kamal 'Atiyah concluded that assets in which *zakat* are to be compulsorily imposed can be divided into two

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[1] The word wealth is a translation from the Arabic word amwal. The word amwal can also be translated as assets. For example, Allah says in the Quran: "Take (part) of the wealth (amwal) they become alms (zakat), (to him) you would cleanse them (of sin) and purifying them (from the bad manners) ..." (al-Tawbah, 9: 103).

categories. First, fixed assets; and second, current assets.[1] Fixed assets are subject to *zakat* based on the income derived from the assets only while current assets are subject to *zakat* on both the assets and income derived from the assets. Al Yasa 'Abubakar (2009) on the other hand, concluded that assets or wealth in which *zakat* is compulsorily imposed can be divided into two categories. First, assets in possessions (treasures), such as gold, silver and livestock. Second, income such as agriculture, mineral resources and salary.

If this is the case, then this proves that sustainable *zakat* accounting will continue to be applicable. In fact the reign of the *Khulafa' al-Rasyidin* exhibited such a stand.[2] Sustainability can at the very least be divided into three categories (Zahri Hamat, 2006). First, the government may reassess the property in which *zakat* is to be compulsorily imposed to suit current needs and local circumstances. Caliph 'Umar al-Khattab imposed *zakat* on horses, although, in the days of Prophet (pbuh) horses were exempted from *zakat* ('Ali Muhammad as-Sallabi, 2007). In contrast, during the caliphate of Ali b. Abi Talib, the horses were not subject to the imposition of *zakat*.[3]

Second, the government can broaden the basis of the imposition of *zakat* on a newly found asset or newly existed in society. Caliph 'Umar al-Khattab for example broaden the basis of *zakat* for livestock by imposing *zakat* on horses and the basis of *zakat* for agriculture by imposing *zakat* on peanuts, cotton and olives, as well as a few types of sea produce.

Third, the government can make changes to *zakat* accounting that is being practiced. Caliph 'Umar al-Khattab imposed *zakat* on honey at a rate of 5 - 10 per cent based on the energy used in processing honey. Caliph Uthman b. Affan on the other hand imposed *zakat* on net assets. *Zakat* is assessed after deducting all the debts of the *zakat* payer first. *Zakat* is then imposed on the remaining asset or net asset. Caliph Ali b. Abi Talib, for example introduced the *zakat* rate for the first five camels, which can be replaced with a younger camel or an older one provided that compensation is paid to its owner with two sheep or 10 *dirhams*.

Sustainable *zakat* accounting occurs among others due to the mentioning of assets or wealth in which *zakat* is to be compulsorily imposed by the Qur'an and the *Sunnah* of Prophet (pbuh) himself either in general or in the specific sense. Sustainability is very much alive during the reign of the *Khulafa' al-Rasyidun*, specifically during the reign of Caliph 'Umar al-Khattab. The government then had re-evaluated the assets in accordance with the needs and local circumstances of the time. The government extended the basis of *zakat* by imposing *zakat* on new assets in the community. In fact changes in *zakat* accounting which was practiced then were also made.

Sustainable Zakat Accounting and Practices of *Zakat* Institutions in Malaysia

At the federal level, sustainable *zakat* accounting directly involves the Department of Islamic Development Malaysia (JAKIM). Among others JAKIM published a handbook on *zakat* in 2001. This handbook showcased the sustainability in *zakat* accounting. In fact the changes contained in the handbook are so great specifically on *zakat* accounting. Experts in the fields of Shariah, accounting and other professionals were involved in publishing this *zakat* handbook (JAKIM, 2001). The discussions in this handbook can be divided into three categories. First, *zakat* is only applicable to a particular asset. It covers *zakat* of gold and silver. Second, *zakat* is imposed on asset and the income derived from the asset. It covers the *zakat* on animals and *zakat* on business. Third, *zakat* is imposed only on the income derived from the asset. It covers *zakat* of agriculture, *zakat ma'adin*, *kunuz* and *rikaz* (buried treasure), as well as *zakat* of self-income.[4] This handbook was re-published by the Department of Awqaf, Zakat and Hajj (JAWHAR) in 2008 with the title *Manual Pengurusan Pengiraan Zakat* (Manual of Zakat Calculation Management).

For *zakat* institutions in Malaysia, sustainable *zakat* accounting can at least be divided into three categories. First, the broadening of assets, wealth or properties subjected to obligatory *zakat*. It is an essential component of sustainable *zakat*

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[1] The obligatory zakat on assets are in two categories that is tangible assets and intangible assets. Tangible assets are assets that cannot be concealed to avoid zakat such as agriculture, cattle and so on. Intangible assets are assets that can be hidden to avoid zakat, such as gold, silver and business commodities.

[2] Reported by Abu 'Ubayd which bears the following meaning: "One day, 'Umar al-Khattab past the Himas, and said:" O Himas, pay zakat of your wealth. "Himas said:" I do not have anything other than arrows and a few strands of leather. "Then 'Umar said: "Determine the price of the goods and then pay zakat" (Abu 'Ubayd, 1991: 362).

[3] Changes in the zakat rulings happened because the meaning and purpose of breeding horses had changed. During Caliph 'Umar al-Khattab's time, horses were bred for commercial purposes, but during the time of Caliph Ali b. Abi Talib, horses were bred for the purpose of transportation and plowing.

[4] Obligatory zakat for assets can be divided into eight types. One is gold and silver; second is business; third is livestock; fourth of agricultural products; fifth is the money; sixth ma'adin, kunuz and extractive; seventh stocks and bonds; and the eighth is the income (JAKIM, 2001).

accounting adopted by the institutions of *zakat* in Malaysia. Second, the assessment of *zakat* is based on net income or net asset. This means that *zakat* is imposed after deducting basic needs expenses of the *zakat* payers and their families. Third, is the sustainability of *zakat* accounting regarding the methods of interpreting obligatory *zakat*. It is used to assess assets in the two categories which are the unanimously agreed *zakatable* assets and the non-unanimously agreed *zakatable* assets.

Some of the significant broadening of assets or wealth on which *zakat* is compulsorily imposed is the *zakat* on income. Income is imposed as obligatory *zakat* based on the decision of the 31st Muzakarah Jawatankuasa Fatwa Kebangsaan (the 13th Dialogue of the National Fatwa Committee) held on December 9, 1992. This was followed with Special Muzakarah Jawatankuasa Fatwa Kebangsaan which met on June 22, 1997.

It is also made as obligatory *zakat* by several State Islamic Religious Councils through the States Fatwa Committees.[1] The Islamic Religious Council and Malay Customs of Kelantan (MAIK) requires *zakat* on employment income earned from work in the form of salaries, allowances, gratuities, compensation or income transfers or acquired through career oriented professionals, expertise or skills (Kelantan State Mufti Department, 1999). The Islamic Religious Council of Sarawak (MAIS) also imposes obligatory *zakat* on salaries, arrears of salaries, allowances and other income related to income after deducting basic needs, work financing, debts and any financing that is the cause to the real reason a person takes financing when the *nisab* (a minimum amount) is reached then *zakat* is to be imposed (State Fatwa Committee of Sarawak, 1996).

However, this differs from the Perak Syariah Committee's decision. This is because the salary or income is included in the category of obligatory *zakat* when *nisab* and *haul* (the passage of one year) have been reached as a condition that was *ittifaq* (consensus) by the majority of scholars in the four schools of thoughts. This requirement does not occur to salaries or income, thus there is no *zakat* imposed on salary or income (Perak Syariah Committee, 1990).[2]

Income means revenue received which incorporates employment income and open income. Employment income is the reward of a service with the employer covering the annual salary, arrears of salary, allowances and other income related to employment. Open income is an income through a job or business or expertise that is in the form of reward for the service rendered. This type of income includes legal services, counseling, consultation, health care, engineering, the arts and others (JAWHAR, 2008).[3]

In addition to income, the contributions or savings with the Employees Provident Fund (EPF) falls under the category of assets or properties that is not unanimously agreed upon. The National Fatwa Committee in November 1982 imposed compulsory *zakat* on EPF. The Selangor State also imposes obligatory *zakat* on EPF (Selangor Fatwa Committee, 2000). Assessment is made by two methods. First, *zakat* must be issued on the day the EPF contribution is received at a rate of 2.5 percent. Second, *zakat* must be issued when a *haul* (time frame) of one year has been reached after its receipt at the rate of 2.5 per cent (JAWHAR, 2008).

Holdings and investments in stocks and bonds are obligatory for *zakat* (JAWHAR, 2008). Perlis for example imposed compulsory *zakat* on stock trading activities (Perlis State Syariah Committee, 1988). *Zakat* is also imposed on *sukuk* and bonds holders (Melaka State Fatwa Committee, 2002). Owners of shares and *sukuk* are obliged to issue *zakat* if the company does not pay *zakat* on behalf of the owner of such shares. For shares owned after the *haul* is reached the rate imposed is at 2.5 per cent on the lower price between the market price and the purchase price. For stocks traded throughout the *haul*, *zakat* is imposed at a rate of 2.5 per cent on the sale of shares after deducting the cost of purchasing the said shares (JAWHAR, 2008).

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[1] The broadening of assets which in turn contributes to substantial zakat collection is the income received by the individual Muslim. Lembaga Zakat Selngor in 2012 for example zakat collection for income is RM268.8 million (58%) of the total collection of zakat of RM451.3 million.

[2] Committee for each state in Malaysia are as follows: Perlis State Shariah Committee, Fatwa Committee of Kedah, Penang State Fatwa Committee, the Perak State Shariah Committee, Selangor State Fatwa Committee, Federal Territory Islamic Law Consultative Committee, Negeri Sembilan State Fatwa Committee, Melaka State Fatwa Committee, Johor State Fatwa Committee, Terengganu State Fatwa Committee, Board of Ulama' (Scholars) of the Islamic Religious Council and Malay Custom, Kelantan, Sabah State Fatwa Council, and Members of the Fatwa Board of the Sarawak State.

[3] Perlis State Shariah Committee categorized zakat from income based on two types of qiyas (analogy). The first is analogous to the zakat of agriculture based on the acquisition at a certain time. The second is analogous to the zakat of gold and silver. It subscribes to the ground that obtained from an employee's salary that is it based on the value of gold as if what is available is gold. Therefore zakat from income is deemed as analogous to zakat of gold and silver.

Statutory body which carries on business such as the Federal Land Development Authority (FELDA) *zakat* is compulsorily imposed on its business income (National Fatwa Committee, 2005). For the income of FELDA subsidiaries managed through separate accounts, the subsidiaries are required to pay *zakat* on the subsidiaries' revenues separately.

Zakat is assessed based on the net income after deducting the *daruriyah* expenses. *Daruriyah* expenses are the daily basic needs based on current expenses. *Daruriyah* expenses is an *ijtihadi* (legal reasoning) issue (Perlis State Shariah Committee). It is guided by the opinion of Ibn 'Abbas and Ibn' Umar. They agreed that the *daruriyah* expenses should be deducted prior to the payment of *zakat*. The opinion is supported by Ahmad b. Hanbal.[1]

In Kelantan the established rate for *daruriyah* expenses must be the most moderate for one year. The rates cover personal expenses and that of their families. Thus the rate for personal expenses is at RM5,000, expenses for wife at RM3,000 and expenses for children at RM2,000.These rates act as a general guide only because actual *daruriyah* expenses rate depends on the number of liabilities and other *daruriyah* expenses such as groceries and food, education, transportation costs and so on (Kelantan State Mufti Department, 1999). Selangor allow personal expenses of RM8,000 while for kids is RM1,000 per child (Selangor State Fatwa Committee). Perlis Mufti Department allows personal expenses of RM8,000, for a wife who does not work at RM5,000.00, while for the parents is the actual expenses.This *daruriyah* expenses generally include personal expenses, spouse, children, parents and other responsibilities such as brothers, sisters, neighbours and travellers (guests). *Daruriyah* expenses also include obligatory contributions such as EPF contribution. The *zakat* rate is 2.5 percent on the net income (JAWHAR, 2008).

Zakat institutions in Malaysia have been practicing sustainability in *zakat* accounting for some time. Business z*akat* accounting have been practiced by such institutions can be divided into three methods. First, *zakat* applies only to current assets[2] as practiced in the state of Kedah, Johor and Kelantan. Secondly, *zakat* is imposed on the working capital assets as practiced in Perlis.[3] Third, *zakat* is imposed on the adjusted working capital as practiced in states other than the states of Kedah, Johor, Kelantan and Perlis. However at this point, all states in Malaysia impose *zakat* on the adjusted working capital.

Adjusted working capital means the adjustments made on current assets and liabilities appearing in the financial statements. These are some of the examples that exhibit the significance of sustainable *zakat* accounting for business. Adjustments that need to be made is first, the issue of the current asset items such as goods and *haram* (non-permissible) proceeds, deposits for utilities such as water, electricity and telephone and others as these items do not meet the conditions of perfect ownership; money borrowed because of the inability to fulfill the conditions of full or perfect ownership, the value of dividends in which *zakat* has been paid by the investing company; bad and expired stocks; contribution to funds of charitable nature; and stocks of raw materials as well as work-in-progress. Second, the adjusted current assets deduct current liabilities that are operating in nature such as trade payables and operational costs such as salaries, electricity, telephone and tax (JAWHAR, 2008).

There is also sustainable *zakat* accounting in *zakat* for agriculture. In Selangor, *zakat* for rice farming is charged at 5 per cent of the gross income (Selangor State Fatwa Committee). In the state of Terengganu, however, *zakat* is imposed at the rate of 10 per cent (Terengganu State Fatwa Committee). This rate is set at 10 per cent as the cost of irrigation applied by the authorities is not a burden to the farmers. Rental expenses on the agricultural land cannot be allowed.

However, this differs from the farmers in the state of Perlis. In Perlis, *zakat* is imposed on net revenue after deducting the production costs. The production costs include the rental of land, ploughing and planting, the price of fertilizers, pesticides, harvesting fee and the cost of transportation (Perlis State Shariah Committee). The irrigation cost is not allowed because it is used to determine the rate of *zakat* to be charged. Subsidies in any form cannot be treated as income from agriculture (Penang State Fatwa Committee).

In general, the rate of *zakat* for agriculture is determined by the use of irrigation. For crops using irrigation without incurring any costs such as rain water, the rate of *zakat* is 10 per cent. For irrigated crops involving expensive costs, then the *zakat*

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[1] Reported from Jabir bin Zaid saying to men who owed which had been used for the needs of his family and his farm, he said: Ibn 'Abbas said deduct net debt (expenses) related to the farm, Ibn' Umar said: deducted the net debt (expenses) for the production costs and also for his family (Abu Ubyd, 2006: 424).

[2] Current assets are cash or other assets that are readily convertible to cash, which can be sold or used in the manufacture of goods for the longest period between one accounting year or one operating cycle such as accounts receivable, inventory and prepaid expenses.

[3] Working capital is current assets less current liabilities. Current liabilities are commitments that need to be settled in the longest period between one accounting period or one operating cycle.

rate is 5 per cent. For irrigated crops using paid irrigation at the rate of 50 per cent water and the other 50 per cent with rain water which incur expensive costs, then the rate of *zakat* is 7.5 per cent (JAWHAR, 2008).

Sustainable *Zakat* Accounting and Scholars' Opinions In Malaysia

Sustainable *zakat* accounting may or may not occur continuously, thus several questions about the ability of *zakat* accounting to change in accordance with the current needs and local circumstances have been raised to a few scholars of *zakat* in Malaysia. Three questions were posed. First, what is the argument in allowing a change in accounting *zakat* to be made? Second, what is the basis that can be used in the realization of a change in *zakat* accounting? Third, how to apply a method which can be used to implement a change in *zakat* accounting?

The selected scholars of *zakat* are divided into three categories. First, the jurists' category;[1] second, the economists' category;[2] and third, the *zakat* practitioners' category.[3] Each category is represented by 4 scholars of *zakat*. The total number of scholars of *zakat* involved is 12 people. A questionnaire was distributed to each of the selected scholar.

In accordance with the questions asked, the analysis of the opinions of these scholars of *zakat* is divided into three sections. First, analyze the reasons for the changes in *zakat* accounting. The second section analyzes the basis of the change in *zakat* accounting. Third, analyze the method to these changes in *zakat* accounting. The opinions of the selected scholars of *zakat* in Malaysia pertaining to the changes in *zakat* accounting is summarized in Table 2 as follows:

Table 2: Opinion on Sustainable *Zakat* Accounting

Basis	Jurists	Economists	Practitioners	Total
Arguments for Sustainable *Zakat* Accounting	3	3	4	10
Basis of Sustainable *Zakat* Accounting	2	4	4	10
Basis for Sustainable *Zakat* Accounting Methods	2	3	3	8

Arguments for Sustainable *Zakat* Accounting

A review of previous studies shows that *ijtihad* has played an important role in the sustainability of *zakat* rulings. It occurs both during the time of Prophet (pbuh), the Companions and during the *Tabi'in* (successors of the Companions' time). Thus the sustainability of *zakat* rulings through *ijtihad* should be continued.

The majority of scholars of *zakat* were of the same opinion. Table 2 shows 10 scholars of *zakat* (83.3 per cent) agree that *zakat* accounting changes can be done through *ijtihad*. However according to them, the duty of *zakat* is *qat'i* (clear, unequivocal and fixed), while developments in its *zakat* accounting is *ijtihadi*. The changes can be made through several methods such as *qiyas* (analogy), *maslahah mursalah* (public good and benefit) and other *fiqhiyah* methods.

In other words, although *zakat* accounting can be changed based on *ijtihad*, nonetheless the changes made must be allowed by the Islamic tenets and laws. That was emphasized by the scholars of *zakat* in Malaysia. It must take into account

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[1] They consist of the Director of the Islamic Academy (then), University of Malaya, Department Head of Sharia (at the time), Faculty of Islamic Studies, Universiti Kebangsaan Malaysia and two Mufti.

[2] They consist of an economics professor, a professor of taxation and the two individual who have expertise in the field of Islamic finance in particular zakat.

[3] They consist of two zakat managers, two academicians who are directly involved with zakat accounting in Malaysia.

the purpose of *nas* (revealed text), whether the *nas* is based on the Qur'an or Prophet Muhammad (pbuh). *'Illah* (the reason) behind any rulings on *zakat* reached must also be examined.

However, they argue that *ijtihad* is allowed on newly discovered assets such as shares, stocks and bonds. Various agricultural products that are not mentioned by the *Hadith* of Prophet Muhammad (pbuh), such as oil palm, rubber, coconut and others are also open to *ijtihad*. Thus for newly discovered property, *ijtihad* must be made immediately.

More specifically, they asserted that the party (or parties) making *ijtihad* must meet two main requirements before carrying out *ijtihad*. The first requirement is to understand the *dalil* (proofs) of al-Qur'an and the Sunnah in shaping the rules of law. The second condition is the understanding to Arabic language as used by the Arabic language experts. To enhance the decision made, a scholar suggested that the *ijtihad* is collectively reached either through an official dialogue, seminars, discussions and the like.

Basis of Sustainable *Zakat* Accounting

The basis for sustainable *zakat* accounting is due to word assets, wealth or property (*al-Tawbah,* 9:103) and the fruits (produce) thereof (*al-Baqarah,* 2: 267) itself. Assets and fruits (produce) thereof in which obligatory *zakat* is imposed upon are mentioned in the general sense. This is one of the main reasons that sustainable *zakat* accounting will continue to transpire throughout time.

This was agreed by majority of the scholars of *zakat* in Malaysia. Table 2 displays 10 of these scholars (83.3 per cent) agreed that the word assets and the fruits (produce) thereof mentioned in the Qur'an is in the general form (*al-Tawbah*, 9: 103; *al-Baqarah*, 2:267). One of the scholars of *zakat* said, in effect, the verses are exposed to changes in interpretation. In fact it opens the door for the jurists to study, analyze and then explore methods of *zakat* accounting. Thus, according to another scholar of *zakat*, the *zakat* accounting methods developed will take into consideration, current needs and local circumstances.

In understanding the general terms ascribed by the Qur'anic verses in question, the scholars suggested that reference need to be made to the Sunnah of Prophet Muhammad (pbuh), *sirah* (biography) of Prophet (pbuh), the practices of the Khulafa 'al-Rasyidun and the Companions. Another economist suggested that the meanings to *zakat, sadaqah jariah* (charitable alms), *infaq* (donations), *qard al-hasan* (benevolent loan) and others need to be studied in-depth. This study needs to be carried out so that the words could be construed in accordance with the word itself.

Sustainable Zakat Accounting Methods

In ensuring the continuity of sustainable *zakat* accounting, among the methods that can be employed is to find the *'illah* as to why *zakat* itself is made compulsory. The jurists have agreed that a property will be imposed *zakat* if the asset has *'illah* that grow or has growth potential. Growing can be defined as 'the ability to produce income or profit' (Yusuf al-Qaradawi, 1999). Apart from growing as an *'illah*, there is also the view that richness (*al-ghina'*) itself is the *'illah* (Monzer Kahf, 1991).

The majority of scholars are of the opinion that *'illah* can change. Table 2 shows eight scholars of *zakat* (66.7 percent) agreed with the statement. In addition, they also argued that there are similarities between growing as the *'illah* with that of richness as the *'illah*. This is because whoever owns the property that grows and exceeds a certain limit in which obligatory *zakat* is imposed, they are classified as rich or wealthy.

Even the current situation can also affect *'illah* of the asset. According to them, if anyone has a lot of assets that are not growing such as copper money which is no longer valid, notwithstanding the amount in possession, he is not considered rich although copper itself has a price.

As such growing and wealth can be accepted as the property's *'illah* in which obligatory *zakat* is imposed. Both the *'illah* do not contradict each other. Upon application of the wealth as the *'illah* is used, then the property in which *zakat* is imposed could be further broadened.

Conclusion

Zakat management of *zakat* institutions in Malaysia have from time to time made some appropriate changes in accordance with sustainable *zakat* accounting itself. It is so glaringly significant in *zakat* accounting for income, agriculture and business. Scholars of *zakat* in Malaysia are of the opinion that this can be realized because the fundamentals applied in the formation

of *zakat* accounting for income, agricultures and business are general in form. They are of the view that through the application of *qiyas* for example *zakat* accounting can be modified in accordance with the current needs and local circumstances. Therefore it is appropriate that *zakat* institutions and scholars of *zakat* work together continuously so that sustainable *zakat* accounting can be realized at all times by taking into account current needs and local circumstances.

Acknowledgement

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Developing European Citizien Model Through Language Learning Process

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Abstract

The learning of a foreign language goes beyond the acquisition of knowledge. What is at issue in the learning process is in terms of values such as learning tolerance and peace. It is to educate and prepare students to open themselves to another culture, to confront a different way of life and thinking. While learning a foreign language, the student comes into contact with another lifestyle, habits and tradition. He will find out that in Europe nothing is ever totally different or quite similar. The learning of a foreign language does not imply linguistic and communicative skills only, but also the education of the future European citizen. For purposes of this study, we have carried out a questionnaire with about 126 pupils and students. The purpose of this questionnaire is to highlight their capacity to develop a European citizen model through language learning process. Considering their responses, it is noted that our pupils and students focus mainly on learning a foreign language as a separate process without linking it directly with the recognition of another civilization. Also, pupils have not many information about the two concepts: the European citizen and national citizen. They consider this concepts as separate from one-another. Other questions in this questionnaire are focused on issues such as for example the organization of debates as language activity; if they feel active during the debates; if they have ever felt prejudiced during this activity in class; how are resolved a "conflict" situation created in class; if they are able to distinguish the intolerance symptoms like the prejudice, stereotype, ostracism.

Key words: European citizen, foreign language teaching, discussions, intolerance.

Introduction

The objective of this paper is to point out that the learning of a foreign language implies not only linguistic and communicative skills but also the education of the future European citizen. Various publications by European organizations (OECD, UNESCO) and the Treaty of Maastricht have been analyzed. The main conclusions show that the foreign language curriculum creates more opportunities and practical patterns for students to become genuine citizens of Europe, which Albania aims to become a member of in the future.

The relationship between languages, culture and politics also has called the attention of all educators, but particularly foreign language and culture educators, who must define and redefine their practices within this new educational landscape. [....] and foreign language curriculum needs to take on a more critical dimensions in both its content and instruction practices [...] how the language and the culture curriculum is perhaps the most suitable area of the curriculum to develop citizens who are critically and socially responsible inhabitant of the planet (Gilherme, M. 2002).

Today's societies are becoming increasingly multilingual and multicultural. The school has an essential role to play in ensuring the peaceful nature of interpersonal relationships. Communication is one of the key objectives and priority means in teaching a foreign language and language is closely related to cultural dimensions of the communities.

The concept of European citizenship has emerged for the first time in the Maastricht Treaty in 1992 (Treaty of Maastricht, 1992).

"One of the major innovations established by the Treaty is the creation of European citizenship over and above national citizenship. Every citizen who is a national of a Member State is also a citizen of the Union."

European citizenship does not replace national citizenship; on the contrary, it complements it by granting new rights to any persons who are nationals of a Member State of the Union. In Europe, citizenship is based on the respect for justice, for human rights. (Part two, article 8.1, 8.2, 8a, 8b, 8c. 8c, 8d.)

Learning a foreign language means discovering the Other, speaks his/her language, accepts without reticence another system of signs, another way of thinking, living.

The citizen of the future is likely to remain the spectator of the mechanisms in which he has no part. The European countries are seen by the pupils and students as future lands to live, work and study. Does the school have the means and opportunity to prepare its pupils and students to this physical and mental mobility?

To realize this approach it should be noted that being a European citizen implies a specific educational approach. Citizenship is inclusive because it is based on the "common rights".

The person, who aspires to become a citizen of EU, must be able to evaluate the situations, make decisions and discuss. He should possess critical thinking, have communication skills and get engaged in action.

This study focuses on the role of the school in the education of citizenship.

A fundamental objective of language teaching is to develop the communication skills of learners. The language classroom becomes the environment in which the ability to listen to others is exercised and developed, where learners become aware that the sharing of perspectives can be rewarding. This dimension is emphasized in the action-oriented approach in which the learner is considered a social actor who performs tasks in a given context and in a particular area (Puren, C. 1988).

We cannot separate learning a language from the culture it conveys. The cultural aspect is very important for the acquisition of the communicative competence in foreign languages (CECR, 2001). Recommendation 1383 (1998) of the Parliamentary Assembly on Linguistic Diversification calls for the promotion of a type of education that puts more emphasis on the culture and society of the countries concerned (Report of the committee in Cultural and Education, 1998).

Beyond the cultural and practical dimensions, a command of foreign languages is a decisive factor in understanding between peoples, tolerance of other communities, be they indigenous or foreign, and peace between nations, as well as being an effective barrier against the return of barbarity in its various guises.

to promote a type of education that places greater emphasis on the culture and society of the countries concerned;

To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

[…]. The second summit made democratic citizenship as a priority educational objective, thus giving added importance to a further objective pursued in recent projects, namely:

To promote methods of modern language teaching which will strengthen independence of thought, judgment and action, combined with social skills and responsibility (CERF, 2002).

Method

Foreign language teaching and learning process have a role to play as part of an interdisciplinary approach to a positive culture. Knowing another culture allows learners to accept the fact of the existence of multiple identities. The intercultural dimension of language learning has the potential to promote anti-racism. Learning means also less ignorance that is the basis of intolerance and racism (Legendre, J. 1998).

Teaching and learning languages processes, associated with pedagogical experiences, can greatly contribute to a culture of human rights. This perspective is underlined by the Common European Framework of reference for languages (CERF, 2002): to experience a tolerant approach to language class prepares learners to go beyond the school context. Language teaching process is a great way to promote the values that encourage the development of a culture of peace, mutual respect and tolerance.

Participants

A questionnaire was designed to better understand the situation of our learner and student in Albania with regard to the possibility and indispensability of developing a European citizen model during the foreign language learning process.. This questionnaire was answered by high and higher schools' learners and students. Four groups of class of about 126 students in total participated in this questionnaire. Learners and students respondents to the questionnaire came from the following schools: Petro Nini Luarasi , Partizani, Faculty of Foreign Language and Faculty of Law in Tirana.

The questionnaire questions were closed-ended questions so as to make it easier to collect and process the data outcome. This method enables collecting answers about many topics in a short period of time and it provides access to a great number of learners and students.

Materials

The data collected through the questionnaire have a quantitative nature. The questionnaire aims to know if the students are actively involved in debates, take part in decision-making, or if they see that the school encourages them in term of citizenship.

The data has been collected and shown in separate graphics which have made it possible to interpret the yielded results as well.

The questionnaire focuses on issues such as, learning a foreign language helps them to find out another way of thinking, of civilization, how they find the two concepts of European citizen and the national citizen, if the foreign language classes give explicitly issues /topics related to the model of European citizen, if they organize brainstorming sessions during classes.

The students had to choose between three or four possible replies, which are analyzed and provided in the graphic.

Procedures

The questionnaires were completed by the learners and students in classrooms. The authors of this study were present, too. The learners and students were given all the time needed. This particular method was seen as a very effective way for the collective administration of the questionnaires so that to avoid the outside influence on individual answers and to remove any doubts the respondents might have concerning certain questions. The questionnaire was conducted in May 2014. It was completed by 126 learners and students.

Classification tables in which different categories of possible answers were grouped was the first step of entering the data.. And since the questionnaire was neither digital nor electronic the data was entered manually. All the analyzed data was first entered into the tables printed on paper and then into the computer in order to minimize human errors in this process. Both data transfer processes were double-checked to then continue with the percentage calculation of the given answers. The descriptive method and the frequency analysis was the used for the two tables.

Results

With regard to the first question (Fig. 1), pupils and students' responses show that most of them (48% of the pupils, 61% of the students) consider learning a foreign language as a process of knowing a language. This response is followed by the option that this process is also linked to the recognition of a culture of another country, (25% of the pupils and 41% of the students). A small part of them (19% of the pupils and 13% of the students) agree that learning a foreign language implies a different way of thinking.

Considering these responses, we conclude that our pupils and students focus mainly on learning a foreign language as a separate process, without directly linking it with the recognition of another civilization and therefore, also of another way of thinking. We have to make pupils and students aware that learning a foreign language is simply acquiring knowledge of new words and grammar rules but it is a far broader process.

With regard to the second question (Fig. 2), the pupils' responses differ from those of the students. 81% of the pupils see the two concepts (European citizen and national citizen) as separate from one-another; whereas the students think it differently. 66% of them see them as complementary to one-another. We propose that the awareness rising as regards these two concepts should start earlier, during the pre-university education.

In their answers of the third question (Fig.3), if the learning of a foreign language prepares them mentally and physically to achieve satisfactorily the model European citizen, the majority of pupils (73%) and students (78%) responded positively. This fact should be used and integrated visibly in the teaching process of a foreign language; it will also influence to a higher motivation of pupils and students.

In answering the fourth question (Fig. 4), the majority of pupils (39%) and students (72%), argue that the debate activities are organized during the foreign language process. But the percentage of students is higher than that of pupils. In addition, almost half of the pupils claim that they perform this activity from time to time. Considering the responses from the students, we have to accept that perhaps such brainstorming activities should be a common and frequent phenomenon in the classrooms. Thus the students will be introduced presented earlier with the "laws" of running a brainstorming session, and be patient to listen and to respect the opinion of interlocutors, giving justified arguments, etc.

As regards the fifth question (Fig.5), the responses are result of the ongoing or fourth question. We note again that the participation of language students (58%) in debates is higher than that of pupils (22%)

One of the worries of an individual during a debate is the fear of prejudice. Considering the answers to question six (Fig.6), we conclude that this phenomenon occurs, from time to time, in the majority of pupils (42%) and students (40%). Moreover, 32% of the pupils feel it constantly. Our task, as teachers, is to find ways, techniques and strategies to avoid this phenomenon.

Regarding the seventh question (Fig.7), we conclude that the responses of pupils do not match with those of students. 50% of the students claim that they are able to resolve themselves the situation of a "conflict" during the debate. While, 44% of the pupils admit the teacher's intervention in that case.

The role of teachers is necessary as he should be trained to continuously and actively participate in continuous professional development. He/ she should be the first to distinguish the symptoms of intolerance in the community.

By considering the eighth question (Fig. 8), we conclude that the pupils (75%) feel it as ridiculous, while students, in the majority (37%), as prejudiced. Pupils do not have clear meanings of the terms "prejudice" and "stereotype". They label every phenomenon of intolerance with the term "ridiculous".

In their responses to the ninth question (Fig.9), the majority of the pupils (46%) claim they were not presented directly with issues related to the knowledge about the European model citizen. Whereas, a part of students (36%) admit they have had this opportunity in learning a foreign language process and only 32% of them state that this opportunity was given occasionally.

Our duty as e teacher and also teaching methods maker is deal directly with issues related the European citizen pattern.

Discussion

The foreign language class is a unit for learning democratic citizenship. This process is realized through these factors: knowledge (the curricula), skills (communication skills).

Language teaching requires and maintains a meaningful part of the school programs. The programs put emphasis on the flexibility of language teaching content, which covers the study of literature, culture, media, debates and actuality matters.

Foreign language teachers are not always aware of the contribution that they can make to citizenship education (civic education).

According to English Dictionary for Advancer Learners (2001), the teacher is a person who teaches, usually as a job at school or similar institution and to teach means giving to somebody instructions so they know about it or how to do it. To teach also means to make someone think, feel or act in a different way, and to teach about a subject, the teacher helps students to learn about it by explaining it or showing them how to do it as a job at a school, college or university.

Le petit Robert (2004) defines the teacher as someone who teaches, or is in charge of teaching, as well as the teaching staff of teachers and educators. As far as the process of teaching is concerned, this dictionary defines it as learning the way to react/behave and think; an action or art of teaching, conveying knowledge to the learner.

According to the TALIS survey (TALIS survey provides information on the form, content and contextual conditions of teacher professional development in 24 countries. OECD, 2010), "the professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher".

Teachers must be careful regarding the continuity of their professional development.

There are teachers who, inspired by participation in European projects and meetings, were the first in the citizenship education languages teaching.

The role assigned to teachers who are given the status of "transformative intellectuals" within the project for democratic citizenship educations fits into an emancipator view of citizenship education that enables them and students to become empowered citizens and whose contribution to democracy is not simply the electoral vote or obeying the laws but also active and critical participation in community life (Gilherme, M.2002).

Pedagogical content associated with language learning is a second dimension in the contribution of languages to citizenship since the development of communicative methods is democratic. Competencies cultivated in language classes are directly transferable to education for citizenship. During an advanced communication such as formal debate, the learner must mobilize all its knowledge about the culture, vocabulary and grammar, the arguments, agreements and disagreements, response, listening, use of a persuasive tone, the ability to contain and be polite, etc.

According to Tardieu (1999.24), we find that the language classroom is a place where education through dialogue occupies a privileged place. During the class of foreign language, the learners are often asked to speak and discuss in pairs and in

groups. They are free to express their own opinions and develop ideas and new ways of thinking. The discussion and debate can cause conflicts to be resolved, that's why language teaching may in large part contribute to situational skills and social skills.

During the organization of work in the classroom, the teacher must be attentive to find the symptom of intolerance that may arise from one moment to another, such as behavior intended to intimidate and humiliate others, for example.

The teachers' professional development (Villegas-Reimers, E. 2003) has a significant impact on the success of educational reforms and on students' learning.

The European Union Ministers of Education noted in 2008 (TALIS & OECD. 2010) : school education in an important means of passing on the values, skills, knowledge and attitudes required for democracy, citizenship, intercultural dialogue and personal development. Schools therefore have a duty to provide their pupils with an education which will enable them to adapt to an increasingly globalised, competitive, diversified and complex environment, in which creativity, the ability to innovate, a sense of initiative, entrepreneurship and commitment to continue learning are just as important as the specific knowledge of a given subject.

The education and training of teachers is therefore "a crucial element in the modernization of European education and training system" (TALIS & OECD. 2010).

Through linguistic knowledge, students should obtain key competencies such as: cognitive competencies, affective competencies, social competencies and the operational skills. (Haloçi, A.2010).

These competencies imply recognition of the rules of collective life, recognition of the historical and cultural dimension, speech-making capacity, and the argumentation and reflection capacity. Also, they insist in the creation of affective relations and cooperation within the group. Students should have the ability to resolve conflicts according to democratic principles.

Recommendation Nr. R (85) 7 of the Committee of Ministers of the Council of Europe on education and human rights in schools are key skills for democratic citizenship, especially in educational abilities:

To learn to recognize and accept differences

To establish constructive and non- oppressive relationships with others

To resolve conflicts non-violently

To assume responsibility

To participate in decisions

To understand the use of mechanisms to protect human rights at the local, regional, European and global level.

Conclusions

Language teaching in Europe, especially at school level, has been influenced by considerations of mere communication over content of communication and its role.

Teaching is much more than giving knowledge. It involves classroom management, lesson preparation, and organization of teaching and learning activities, creating and maintaining a certain atmosphere, evaluation and feedback.

Albania is a developing country which aims at its integration with the EU. Our students and pupils aspire to become European citizens with all the rights and obligations, as foreseen in international conventions and recommendations. To achieve this we have to:

teach the students how to improve in order to participate in discussions, decision – taking, how to develop critical thinking, and be involved into actions

teach the pupils and students how to be tolerant and respectful of diversity point out to them that a foreign language learning is a process far broader than simply learning the lexicon or grammar rules. introduction of the European citizen model through foreign language learning should be seen as a motivating element for pupils and students the pupils and students should get acquainted with the different symptoms of intolerance and discrimination so that they be prepared to avoid them in their communication with the others, in particular people of the country which language he is learning

be able to distinguish at the very start the symptoms of intolerance and discrimination. To this end, the teacher should take part in different trainings to improve his formation and professional skills through programmes offered by the EU institutions

The education institutions should offer to the students programs that bring them closer to the ideas of globalization, diversity, tolerance, etc, that is, the real model of the European citizen which one day they would feel like.

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Tables

Learning a foreign language means	To know a langage:	To know another way of thinking	To know another civilisation	No replies
pupils	52 (48%)	32 (19%)	46 (25%)	6 (8%),
students	61 (48%)	38 (13%)	61 (41%)	0

Fig. 1

Do you find that the two concepts, the European citizen and national citizen are divided or complementary?	Divided	Complementary	No replies
pupils	52 (81%),	10 (16%)	2 (3%)
students	18 (31%)	39 (66%)	5 (3%)

Fig.2

Do the foreign languages courses prepare you to the mental and physical mobility regarding European citizen model?	Yes	No	No replies
pupils	45 (73%)	12 (19%)	7 (8%)
students	52 (78%)	8 (12%)	2 (10%)

Fig.3

Do you organize debate activities in the class of foreign language?	Yes	No	Some times	No replies
Pupils	25 (39%)	12 (19%)	20 (31%)	7 (11%)
students	48 (72%)	8 (12%)	4 (10%)	2 (6%)

Fig.4

Do you feel active during the debate?	Yes	No	Some times	No replies
Pupils	13 (22%)	24 (41%)	20 (34%),	7 (3%),
students	39 (58%)	12 (18%)	9 (13%)	2 (11%)

Fig.5

Have you ever felt prejudiced?	Yes	No	Some times	No replies
Pupils	13 (32%),	18 (23%),	24 (42%),	9 (3%),
students	8 (14%)	18 (31%)	23 (40%)	13 (15%)

Fig.6

If during the debate in the class, some "conflict" situations are created, how are they resolved?	By you	By teacher	No replies
Pupils	12 (19%)	28 (44%),	24 (37%),
students	41(50%)	16 (30%)	5 (20%)

Fig.7

During the discussion, which are the symptoms that most appeared of intolerance?	Ridiculous	Prejudice	Stereotype	Ostracism	No replies
Pupils	48 (75%)	2 (3%)	0 (0%),	0 (0%),	14 (22%),
students	12 (17%)	27 (37%)	20 (27%)	0 (0%)	3 (19%)

Fig. 8

during foreign language teaching, have you dealt directly with issues related to the knowledge of the pattern of European citizens?	Yes	No	Some times	No replies
Pupils	112 (18%),	31 (46%),	5 (7%),	16 (24%),
students	26 (36%)	7(10%)	23 (32%)	6 (22%)

Fig.9

Education as a fundamental right and human rights acquired through education

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Abstract

The right to education is an essential tool conditions for the development of an emancipated societies, to maintain and strengthen their cultural identities, ethnic and linguistic minorities. Education can promote (though not guarantee) understanding, tolerance, respect and friendship between peoples, ethnic or religious groups and can help create a universal culture of human rights. So education is an individual expression of freedom that it is an economic necessity from which depends the development of the country.Provision of education should be considered as a long term investment with high priority, because it develops human resources as an asset in the process of national development. So full realization of the right to education can be achieved by improving the economic, social and cultural rights through a political commitment and cooperation of the all. From historical point of view, the education in Europe, before the age of enlightenment, was primarily the responsibility of parents and the church. Education began to become public affair and state responsibility only with the constitution of the modern secular state. In the century XIX, the emergence of socialism and liberalism placed education, more strongly, in the field of human rights. Liberal and anti-clerical ideas of the XIX century influenced to the definition of the right to education which aimed to protect and advance the ideas of freedom, of science, of research and teaching against the every influencing forms from the church and the state. Principles of the right to education was included in the Universal Declaration of Human Rights and national constitutions and various international and national instruments charge states with the obligation to respect, protect and fulfill all the rights to education because the fundamental right to education entitles all individuals to provide appropriate forms of behavior from their respective governments. Ensuring citizens with many civil and political rights, such as the right to information, freedom of expression, the right to vote and to be elected, and many others, depend on at least a minimum level of education. So thats why its so important the right to education as far as it provides to the citizens more control over the course of their life, in particular, control over the actions of the state against the citizens in general.

Keywords: Education, fundamental right ,human rights

1. A brief historical overview

In Europe before the age of enlightenment, education was primarily the responsibility of parents and the church. Education began to become public affairs and state responsibility only with the emergence of the modern secular state.

In the XIX-th century, the emergence of socialism and liberalism placed, more strongly, education in the field of human rights. Liberal and anti-clerical thoughts of the XIX century influenced to the definition of the right for education which was formulated to protect and advance the ideas of freedom of science, research and teaching against the intervention of church and state.

Aspects of the right for education was included in the Universal Declaration of Human Rights and national constitutions.

The right for education has been explicitly mentioned in the constitutions of the fifty-two countries, such as Nicaragua, Cyprus, Spain, Vietnam, Ireland, Egypt, Japan, Paraguay and Poland.

The Constitution of the United States does not mention any right to education but courts in U.S, at both levels, have developed certain chapters to education, particularly with regard to equality of opportunities for education.

2. Human rights acquired through Education

The fundamental right to education entitles all individuals to provide appropriate forms of behavior to their respective governments. So as mentioned above, various international and national instruments charges states with the obligation to respect, protect and fulfill the rights of everyone for education. States should, beside other rights, respect the freedom of parents to choose public or private schools for the education of their children's and ensure to them moral and religious education according to their own convictions.

The need for the equally education of the boys and girls shall be respected, same as for all religious, ethnic and linguistic groups. States should ensure that private schools do not apply discriminatory practices or do not violate human rights [1]. This obligation requires from states to take steps through legislation or other mechanisms to protect and prevent violations of individual freedoms and rights from third parties.

3.The role of education in strengthening human security

Education is more than learning how to read, write or calculate. The right of individuals for education includes the possibility of their involvement in primary, secondary and higher education.

Since the concept of the right to education is quite broad, the term primarily focus on elementary or primary education, because most people are deprived of even of the foundations of learning which last for the whole life. It's very shocking the fact that around 1 billion people entered the XXI century unable to read a book or to sign their name [2].

Denial and violation of the right for education undermines people's capacities to develop their personalities, to support and protect themselves and their families, as well as to participate actively in the social, political and economic life. In a society, the denial of education, harms the cause of democracy and social progress and therefore human security. Through education and learning process about human rights may be prohibited or regulated violations of human rights and armed conflicts, and can be facilitated social reconstruction after the end of conflicts.

4. Sanctioning of the right to education

The human right for education, as one of the basic human rights, It's written in several regional and papers for human rights which have been ratified by many countries of the world by finding the right support and expression in the Constitutions and legislations of these countries.

Therefore, the right to education has a consolidated basis in the international law for human rights. Some of the universal documents are:

Universal Declaration of Human Rights (Article 26),

International Pact for Economic, Social and Cultural rights (Article 13 and 14)

Convention for elimination of all forms of discrimination against womens. (Article 10)

Convention about Children Rights (Article 28 and 29).

Some of the regional documents are:

- European Convention for Fundamental Protection of the Human Rights and Freedoms (Article 2, first Protocol),

- American Convention on Human Rights (Article 13 of the Additional Protocol of the American Convention on Human Rights in the area of economic, social and cultural rights)

- African card for Human and peoples Rights (Article 17).

As one of the most important documents of the Universal Declaration of Human Rights in its Article 26, expresses quite clear that:

- Everyone has the right for education. Education shall be free, at least in the elementary and fundamental stages. Primary education is compulsory. Technical and vocational education should be expanded and higher education should be made available to everyone on the basis of merits.

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[1] Article 13, paragraph 1, of the International Covenant on Civil and Political Rights, says:
"…education should be directed toward the development of human personality and dignity of his feelings and strengthening respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, to support understanding, tolerance and friendship of all nations and all racial, ethnic or religious; advancing the activities of the United Nations in peacekeeping"
[2] A wise expression says: "Education is the best defender of freedom, than a whole army"

- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and the United Nations for the maintenance of peace.

- The right to choose the kind of education for their children's firstly belong to their parents.

Also Protocol no.1 of the European Convention for the Protection of Human Rights and Fundamental Freedoms, the right to education defines in the article 2 of its 1 as following:

"None shall be denied to the right to education. State, in the exercise of the functions which it assumes in relation to education and to teaching, respects the right of parents to ensure such education and teaching in conformity with their religious and philosophical beliefs."

In Albania the right to education is forced, first of all, in the main document in Constitution precisely in Chapter IV on "freedoms and economic, social and cultural rights" in the article 57, where the given definition is consistent with the fundamental principles of international instruments of human rights cited above.

The main elements of state obligations arising from universal, regional and national documents the possibility of establishing the right to education are:

Disponibility,

possibility of access,

acceptance

adaptation

a.Disponibility

In this element as essential condition for the realization of the right to education its introduced the obligation to provide compulsory and free primary education. These include financial and political commitment to ensure primary schools for all children.

b.Possibility of access

Minimum obligation of governments is to ensure the realization of the right to education through guaranteeing participation in existing institutions of all, girls and boys, women's and men's, on the basis of equality and without discrimination.

c.Acceptance

This element includes the right to choose the accepted education and the right to establish, maintain, manage and control private educational institutions. Students and parents have the right to be free from indoctrination as such, mandatory study of materials that are incompatible with religious or other beliefs, the student may violate the right to education.

In the Framework Convention for the Protection of National Minorities, the European Council has recognized the right to learn the mother tongue, but did not recognize at the same time the right to receive instruction in their native language.

European Charter for Regional or Minority Languages has gone a step further in promoting the right to education in the mother tongue as an option for those states that have signed the Charter. The goal of bilingualism, of minorities in those countries is recognized by the state. However, there are minorities who are not protected in this way and not even have the right to learn their mother tongue, such as the Roma in Europe and the Aborigines in Australia.

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[1] Protocol Nr. 1 of European Convention for Protection of the Human Right and Fundamental Freedoms in the article 2 says "None shall be denied the right to education. State, in the exercise of the functions which it assumes in relation to education and to teaching, respects the right of parents to ensure such education and teaching in conformity with their religious beliefs and philosophical."

d.Adoption

Normally, what a child learns in school should be determined by his or her needs for the future. This means that the educational system must be adaptable, taking into account the best interests of the child, but also social development and progress in national and international scale. Governments are obliged to ensure that human rights education is respected, protected and fulfilled. It is also the duty of civil society to promote and assist the full implementation of the right to education.

Conclusions:

The right to education provides the individual more control over the course of his life, in particular, control over the actions of the state against the individual. Enjoyment of many civil and political rights, such as the right to information, freedom of expression, the right to vote and to be elected, and many others, depend on at least a minimum level of education.

Also, a number of economic, social and cultural rights such as the right to choose job, to receive equal pay for equal work, to enjoy the benefits of scientific and technological progress and get higher education based on skills, can be exercised in a meaningful way if it's achieved at least a minimum level of education.

Literacy levels simultaneously expands the right to participate in cultural life. As one of the main conditions for the development of an emancipated society, ethnic and linguistic minorities, the right to education is an essential tool to maintain and strengthen their cultural identity. Education can promote (though not guarantee) understanding, tolerance, respect and friendship between peoples, ethnic or religious groups and can help create a universal culture of human rights.

So education is an individual expression of freedom that it is an economic necessity from which depends the development of the country. Provision of education should be considered as a long term investment with high priority, because it develops human resources as an asset in the process of national development.

So full realization of the right to education can be achieved by improving the economic, social and cultural rights through a political commitment and cooperation of the all.

Therefore the development of education as one of the key elements for the realization of social change in each country in direct and indirect way imposes political emancipation and rightly Brougham Lord says: "Education makes people easy to lead, but difficult to enforce, manageable to govern, but impossible to enslave"

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PRINCIPAL PUNISHMENTS ACCORDING TO CRIMINAL CODE OF REPUBLIC OF KOSOVO

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Abstract

Types of Principal Punishments. The purpose of the Principal punishment. Conditions to impose the principal punishments

Punishment of long-life imprisonment; Punishment of imprisonment. Punishment of a fine. From judicial practice. The purpose of the punishment as a criminal sanction is that the perpetrator of the criminal of offence after serving the punishment to come back to social life and as a re-socialised and to be integrated actively in the social life. The punishment of long-life imprisonment is exclusively provided for the most aggravated criminal offences and committed under the presence of special aggravated circumstances. The punishment of imprisonment cannot be imposed less than1monthnormore than 25years, when imprisonment is imposed up to 6 months, it maybe pronounced in full days.The punishment of a fine may not be less than one hundred (100) European Euros (hereinafter "EUR"). While for other aggravated criminal offences as terrorism etc cannot not exceed twenty five thousand (25,000) EUR or, while when the Punishment of a fine cannot be collected from the convicted person could be substituted with punishment of imprisonment which cannot exceed 3 years.

Key words: Principle, long-life, imprisonment, fine, judicial.

The purpose of the punishment

Looking from historical point of view, from the appearance of the criminal right up to now , the issue of the purpose of the punishment also the legal base of the punishment is in the center of the attention of the theoreticians of the judicial-criminal sciences. The issue of the punishment's purpose is studied in the judicial and philosophic aspect.

Thus the issue of the provision of the punishment with law has posed the question that what in fact should be achieved by imposing and execution of the punishment in the criminal right.

Therefore, the purpose of the punishment is to prevent the perpetrator in the future to commit a criminal offence also to rehabilitate the perpetrator of the criminal offence. Moreover the purpose of the punishment is to influence positively to the others to prevent of committing criminal offence, that the perpetrator of the criminal offence to compensate the victim or the injured party for the lost or the damage that is caused with commitment of the criminal offence. In general aspect, the purpose of the punishment to express the social judgment for the commitment of criminal offence, increase of the moral and enforcement of commitment for respecting of the legal-judicial rules.1.

Types of the punishments

The Criminal Code of Republic of Kosovo 2 (CCRK), provides the types of the punishments as follows: principle punishments, alternative punishments and accessory punishments. Within the principle punishments, CCRK provides the long-life imprisonment, punishment of imprisonment and punishment of a fine, whilst within the alternative punishments of the CCRK provides suspended punishment, semi-liberty and order for community service work.

punishment of life long imprisonment

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[1]Article 4 of Code no.04/L-082 CCRK in force from 01.01.2013, Official Gazetee of Republic of Kosovo no 19 dated 13.07.2012

[2]Article 4 of Code no.04/L-082 CCRK in force from 01.01.2013 , Official Gazetee of Republic of Kosovo no 19 dated 13.07.2012

Criminal legislation which were in force1, did not provide punishment of long-life imprisonment, while CCRK provides this type of punishment as a necessity of time, for the fact that some criminal offences that have been committed were quite serious and under particularly aggravating circumstances Thus CCRK now sanctions the punishment of long-life imprisonment, which is imposed for the most serious criminal offences, whilst it is about the criminal offences that have been committed were quite serious and under particularly aggravating circumstances or criminal offences that have caused serious consequences. Criminal code could not provide long-life imprisonment as the only principle punishment for particular criminal offence. According to CCRK, punishment of long-life imprisonment could not imposed to the person who during the time when the criminal offence was committed the person did not have 21 years old as well to the person who committed the criminal offence has had diminished mental capacity2.

Punishment of imprisonemnt

If the legal provisions are looked at with the attention, we notice that more that   70 % of the articles for the perpetrators of the criminal offences provide punishment of imprisonment, whilst other legal provisions provide punishment of imprisonment and punishment of fine, whilst in lesser cases is provided of the criminal offences punishment of fine as the only punishment.

The punishment of imprisonemnt is proved mainly for the serious criminal offences and mainly the court imposes against the perpetrators who committed criminal offences under particularly aggravating circumstances and for these criminal offences where the punishment of imprisonment is provided the only punishment.

In principle the punishment of imprisonment cannot be imposed in duration less that 30 days and more than 25 years.

The punishment of imprisonment is imposed with years months or full days, in the cases when the punishment is imposed with imprisonment up to 6 months, it can be numerically in full days as well3.

Punishemnt of fine

 The CCRK except the punishment of imprisonment as principle punishment provides punishment of fine also as principal punishment also. According to CCRK the punishment of fine cannot be less than 100 € (on hundred) and cannot be higher than 25.000 € (one hundred thousand). But for some criminal offences the Procedure of Republic of Kosovo provides punishment of fine that exceeds 25.000 €, therefore, for criminal offences related to terrorism, trafficking on human beings, organized crime or criminal offences committed for intention of to obtain a material benefit, the punishment of fine it may not exceed 500,000 euro. (Five hundred thousand)4. When the court imposes the punishment of fine the court provides the deadline of the payment of the punishment, while the deadline may not be shorter than 15 days and longer than 3 months, while the reasonable circumstances that mainly deal with poor economic situation of the convicted, the court may allow the payment of the punishment of fine in the form of installments while this period may not be longer than two years. In case when the convicted does not want to pay the punishment of fine, or due to aggravating economic conditions cannot pay it, than the court the punishment of fine substitutes with punishment of imprisonment, than one day imprisonment is 20 € (twenty), but the substitution of punishment of fine into punishment of imprisonment regardless the level of highness of the punishment of fine may not exceed more than 3 years5.

Due to change of economic conditions to the damage of the convicted or if the convicted person does not want or cannot pay the fine entirely, than the court would substitute the remaining part of the fine with punishment of fine calculating one day imprisonment with 20 €, if the execution of the substitution punishment is done, but the convicted pays the remaining part of the fine then the execution of the punishment is terminated.

As far as the manner substitution punishment of imprisonment concerns, CCRK is convenient for the convicted, thus in the case when the convicted person does not want or due to the economic conditions cannot pay the fine, in that case with the

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1Criminal Law inOf Kosovo in force from 01.07.1977, Prishtine 1977 (this law was into force till 05.04.2004) UNMIK Regulation no. 2003/25 dated 06.07.2003 CCK into force from 06.04.2004 till 31.01.2013
2Article 44 of CCRK into froce from 01.01.2013 , Offical Gazette of Republic of Kosovo
3Article 45 of CCRK in force from01.01.2013, Official Gazette nr.19 e dt.13.07.2012.
4Par of Article 46 of Code nr.04/L-082 CCRK in force from dt.01.01.2013 Official Gazetee nr.19 dt.13.07.2012 e dt.13.07.2012.
5Par 3 of Article 46 of CCRK nr.04/L-082 into force dt.01.01.2013 Official Gazette of Republic of Kosovo nr.19 e dt.13.07.2012

consent of the convicted person the court may instead of the provision of punishment of imprisonment to substitute the punishment of fine with an order for community service work.

The order for community service work is calculated in that manner that 8 hours of the community service work are calculated twenty 20 € fine. Regardless of the height of punishment of fine the duration of community service work may not exceed over 240 hours 1.

Having in mind the fact the punishment is dedicated to the particular person, so we have to deal with the individualism of the punishment, than the punishment of fine may not be executed after the death of the convicted person. Therefore, in this case we talk about with the punishment of fine that eventually after the death of the convicted person, somebody from the family attempt to pay the punishment of fine instead of the late convicted person, legally this cannot happen, in this cases the court suspend the procedure of execution.

Always with the consent of the convicted person when the punishment of imprisonment is imposed to the convicted person up to 6 months, the imposed punishment of imprisonment could be substituted with punishment of fine 2. When the court imposes the order for community service against the convicted person then orders the convicted person to does community service work without payment in a particular time from 30 to 240 working hours. The manner respectively the procedure of this type of the court order for community service work, is set up by probation service for the type of community service work that should be done by the convicted person, afterwards, is set up the particular organization for which the convicted person would do the work for community service work, decides for the days, weeks during this time community service work should be done and supervise the work of community service work. The court has the legal competence to set up time period for doing of community service work, whilst this time cannot be longer than 1 (year). but if for whatever reason after the past of specified time the convicted person did not perform the work for community service or has performed such work partially, then the court substitute the community service work and issues the order of punishment. The substitution would be ordered in such way that one day imprisonment would be ordered for 8 hours work for the community service work which was not performed.

Judicial practice

The basic Court in Prishtina-Department of Serious Crime, with judgment PKR.nr.24/2013 dated 12.03.2014, five accused persons has found guilty for criminal offences, serious cases of aggravated theft robbery or of robbery from Article 256 par. 2 in conjunction to Article 23 CCK, because during the theft robbery one person died as consequence of use of weapon by the robber. Thus the court one of the accused found guilty and sentences of punishment of imprisonment in duration of 15 years and 6 months, another accused with punishment of imprisonment in duration of 13 years, two of the accused the court sentences with punishment of imprisonment of 10 years for each of them and for the last one sentences with 3 years' imprisonment.

From direct review of the case file we came to the conclusion that the court has mistakenly has executed the material right and as result has violated the law damaging two from five accused. Thus till the court has implemented just the material right against three convicted persons, mistakenly has implemented the material right against the convicted persons of 10 years imprisonment.

The fact that the court has executed mistakenly the material right against of two convicted persons of 10 years, consist in the fact that, their acts did not create the element of criminal offence of theft n nature of robbery or robbery from Article 256 par. 2 in conjunction to Article 23 of CCK and nor any other criminal offence, but the court due to lack of evidence should have waive of criminal responsibility for which they have been accused. The court in fact has found guilty two of the accused based on the evidence of the first accused, the court has acted in violation to article 159.par.1 par.3 of CPCK3 since here we deal with a privileged witness, so as witness he cannot be interrogated according to subpar.3 of the abovementioned Article the codefendant till the joint procedure is implemented, while in particular case there was a joint criminal procedure. As well based on the Article 157 par.2.i CPCK does not allow such a possibility to the court to find the accused guilty only based on a statement-evidence, because the paragraph 2 of Article 157 provides – cite: the court does not find guilty the

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1Par 5 of Article 46 of CCRK nr.04/L-082 into force from.01.01.2013Official Gazette of Republic of Kosovo nr.19 e dt.13.07.2012.

2Article 47 of CCRK into force from dt.01.01.2013 Official Gazette of Rebulic of Kosovo dt.01.01.2013 does not expplain in which stage of the procedures this legal possibility should ne executed but I consider that this could be by the annoncemnt of the judgement before the start of the execution of the punishment of imprisonment.

3 UNIK Regualtion nr. 2003/26 e dated Criminal Procedure Code in force from 06.04 2004 till 31.12.2012 06.07.2003.

accused based only in one statement. Therefore, in such circumstances while an accused person involves two more accused persons, in compliance with abovementioned Article stated by the Court should not find them guilty the two accused persons who were sentenced.

According to judgment P.nr.446/2013 dated.29.05.2014 the Basic Court in Prishtina-Branch in , the accused who was found guilty and sentenced of punishment of imprisonment in duration of 3 months, while for the criminal offence illegal usurpation of real estate from Article 332 par.1 of CCRK. Making a direct review of the case files we came into conclusion that the court due to lack of evidence should have acquitted the charges against the accused but even in this case the court mistakenly executes the material right violating the law damaging the accused. Thus in this case none of the interviewed witnesses who were same time in capacity of injured parties did not see the accused at the crime scene to have taken any action towards the usurpation with concrete columns, even the brother of the accused interviewed in the capacity of the witness has stated how he himself with labors has surrender the real estate property with concrete columns with justification that he considered it as his real estate.

Conclusions

CCRK, in its law provisions, for comminting of criminal offence provides different punishmensts, with a level depending on criminal offence, therefore the court should be attentive regarding of imposing of level of punishment against the perpetrator of criminal offence

During the imposing of punishment of long life imprisonment, the court this type of punishment should impose only in sepcial serious cases based on all factors that have influenced to the criminal offence commitement

During the impose of punishment the court should take into consideration seriosly mitigating and aggrivating circumstances against the perpetratorWhen the court counts as mitigating and aggravating circumstances that have affected the determination of the level of the punishment, it not enough only to be counted, but for each menationed circumstance to givea special convincing justification

Onlythe imposition ofsentenceagainstthe defendant,inaccordancewith theseriousnessof the criminal   offense, notto influence positively convicted andothers, butwillincreasesandstrengthenspublic confidencein the justice system.

When the law provides the posibillity to impose the alternative punishement, then the court considering theother circumstances, shouldimposethe punishment of fine, anditwillcome in consideration for the criminal offences which are not of serous nature

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The Freedom of Choice: a snob or a gentleman?

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Abstract

Dickens explores the values of different social classes of Victorian England in Great Expectations. Born in a lower middle class family, Philip Pirrip's wish is to be part of a higher social class which would enable him to live with civilized people. Pip, as an orphan raised by hands in poor conditions, meets criminals like Magwitch and extremely rich aristocrats like Miss Havisham. Stella, allegedly illustrating a representative of the upper class at the beginning of story, almost becomes an unreachable star. At this stage, Pip is under great influences and he is not sure how to think and how to behave. Should he choose a way to stay at the forge and to work with Joe or choose a way to become a gentleman? Should he stay in a world he is loved, treated with sincerity and feeling comfortable in, or should he choose a competitive and brutal world in which he may feel completely strange?Since the word 'pip' has the meaning as 'seed', the novel is divided into three stages comparable to the growth of the 'seed': the first stage is its long waiting in the dark and cold soil, the second is its first blossom above the soil and the third is its reaching maturity and readiness to produce another seed for the future generation. At the beginning, Pip is obviously in the first stage. Miss Havisham's dark house and Estalla's cold behavior may be compared to the stage of the seed waiting in the dark, cold soil to grow out of it. Pip's second stage is his 'blossoming' in London, not as a gentleman, but as a snob. What will the third stage be: will he remain as a snob or will he turn into a gentleman? Whatever it will be: it will be his free choice with his free will.

Keywords: gentleman, Charles Dickens, Great Expectations, true gentleman, snob

1.1. Introduction - The Humble Origin

Unlike Oliver in Oliver Twist and Nicholas in Nicholas Nickleby, who have noble roots on their father's line, described as gentlemen of birth or of wealth, Pip, whose original name was Philip Pirrip, and from Great Expectations appears to be an orphan raised by his brother in law, an ordinary blacksmith from the lower class. The reasons why Dickens prefers to use the short form of Pip's name are several. First, he connects his lower class position with the name 'Pip' which also means a 'pip-card' or 'a low card in a card game, namely beggar-my-neighbor';[1] second, he makes a connection to his 'potential' with the other meaning of the word which is 'a small seed'[2].

Pip lives with his sister, who has been cruel to him, and her blacksmith husband, Joe – the only person he really liked due to his friendly, lovely, kind, respectable and sincere attitudes. While his sister makes him 'timid' and 'sensitive' as a result of her 'unjust' behavior and 'unfair' punishments, Joe has a great influence on forming his personality. Joe represents the Christian values, such as showing his sincere love and respect and forgiveness in any circumstances to the people although he is illiterate and lacks gentle manners.

In the novel, Pip, who writes about his childhood with hindsight, criticizes his sister in various ways. First, he thinks that she lacks politeness. Second, Pip believes that irrespective of the amount of good that someone has done for other people, he or she should never boast of it. So Pip dislikes bragging. Third, the fact that Pip is very sensitive and timid is considered to be the effect of his sister's unkind and unfair behavior. What Pip feels about his sister is that he is useless or a burden that should be gotten rid of as soon as possible. A kind of punishment is set – by Dickens – later caused by her unkind behavior towards other people around her as well. On the contrary, Pip admires Joe in many ways. The main reasons why Pip likes Joe more than his own sister are the facts that Joe behaves like a friend, listens to him carefully, shares his problems, respects him and, more importantly, sees and appreciates Pip as a separate individual, as a grown-up person. Joe prefers to be humble as a result of his kind heart. As he calls himself 'common' frequently in the novel, he is respected and admired a lot. He embodies a shelter in which Pip hides and finds peace in his intimacy.

Dickens also adds professional symbols to the place, the forge, where Joe works. The 'forge', a hot place, also standing for Joe's heart is the place where, whenever the 'weather', i.e. the problems in the real life, is cold, the 'heart' will provide

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[1] See Kirsten L. Parkinson "What do you play, boy?: Card Games in Great Expectations" Dickens Quarterly Vol.27, No. 2, June 2010, p.121

[2] See http://dictionary.reference.com/browse/pip?s=t

warmth. That is why Joe and his place have a close connection in terms of 'heat', seen both literally and figuratively. Another possible interpretation is connected to the fact that Joe is the very essential person in shaping Pip's character. At work, Joe heats the 'iron' in the forge until it is 'softened' and hammers it to give its final shape. Joe is one of the most important characters having a great influence to Pip's final identity, who gives him the final touch, in the novel. Although Joe, who represents a humble character in the lower class, is illiterate and does not have gentlemanly manners, his social values and religious commitments such as his sincere love, forgiveness and respect to people are very strong like his muscular strength due to working at the forge. Joe is described as "the source of positive, life giving energies," a view which will be analyzed in detail later, by R. Gilmour who points out some other crucial facts about him:

He is the possessor of a 'great nature' (ch.57), and in a book where feelings take a violent and sometimes self-destructive form he shows Pip a constancy and generosity of affection and instinctive tenderness, which go a long way towards mitigating his wife's severity. (Gilmour, 132)

There are some other important characters like Magwitch, Miss Havisham, Estella and Herbert who have a great importance in the plot as well. While Pip is brought up 'by hand', by his sister, his 'coarse hands' are laughed at by Estella, he is pushed into a fire by Miss. Havisham's hands and he is given a helping 'hand' by Magwitch, Herbert and Joe, respectively, during the hard process of his getting new identity.

1.2. Two Eccentric People: Magwitch and Havisham

In the first chapters of Great Expectations, Dickens creates a thrilling atmosphere for the readers. He makes the main character, Pip, meet 'his convict', Magwitch, in the marsh far away from his sister's home. First, he is terrified when he encounters him. Pip is wildly threatened to bring him some food and a file. Terrorized by the fugitive's threats with an imaginary young man who takes out heart and liver with his command, Pip feels compelled to help him. However, he feels guilty because he has stolen some food and a file from home.

Since the novel is published in periodicals Dickens creates suspense for each chapter. The thrilling atmosphere starts with the 'terrorized' little boy. This is his first encounter with an outlaw of criminal world. Pip feels guilty because he is helping a criminal and moreover he has stolen from his sister, like a criminal. He thinks that he has become part of the crime with this 'engagement'. When Pip accompanies Joe with the soldiers in search of the fugitives he thinks that his convict may suspect that Pip has deceived and betrayed him. In the story, it could be guessed why Pip was so afraid for deceiving his convict as he could be punished or destroyed by him later when he is caught. But actually he is afraid of having the dishonorable label of betrayer. Already having the seed of a true gentleman's nature, Pip cannot bear to live with a shame like that. When they come face to face, he tries to tell him that he is not the person who has brought the soldiers there. The facial expression keenly noted by Dickens also tells a lot of things to the people who can understand it, as does the way the characters look at each other. In Pip's situation, looking in the convict's eyes was the only way in which he could communicate when he tried to explain that he was innocent. Dickens reveals Wagwitch's 'look' as 'my boy' later, by the end of the story. Pip's 'my convict' becomes his future benefactor and Magwitch's 'my boy' becomes his respectable gentleman in London.

There are some other important points that have to be mentioned. On the one hand, Pip's help of the convict is rewarded later in his life, although young Pip had not been aware of this fact for a long time. Pip's little but gentle gesture inspires Magwitch to make this little poor boy a gentleman. Actually, the revenge of his number-one-enemy, namely Compeyson, undermines this plan, but, eventually, this behavior, Pip's unrequited help, motivates him in his choosing the right person. On the other hand, Miss Havisham's revenge, trying to make Pip fall in love with the beautiful Estella, a devilish plan caused by her hatred of all men, will make him suffer. While Magwitch's revenge makes Pip a gentleman of wealth, Miss Havisham's vengeful plan makes him a miserable lover, whose heart is broken like hers. Magwitch, like a 'magician', creates a respectable gentleman out of his 'hat' (i.e. his wealth), but Miss Havisham's grief becomes a 'heavy' burden and a great 'shame' (a play on the words 'heavy shame' and 'Havisham'), which she pays for with her life. Eventually, she becomes aware of the dreadful thing she has done, when in her last meeting with Pip she cries 'what have I done' and she deeply regrets having hurt innocent feelings.

From another perspective, looking at the Dickens's way of inventing the names of the two 'witches', Magwitch could have resulted from the contraction between 'magnificent' and 'witch', while Havisham may come from 'heavy sham' or from helluv and sham, through the elision of 'hell of'. In either case, 'sham' means pretense, fake, fraud and counterfeit. Although their intentions differ, the two witches concurrently, manage to drag Pip into the world of snobs and gentlemen. While the magnificent witch – with a good intention – pushes him into the world of a magnificent paradise, helluv sham – with an evil

intention – drags him into hell or a fake paradise. Gilmour also points out the readers' possible confusion in terms of these two eccentric people's relations with Pip. According to him,

Miss Havisham is a grotesque version of Aunt Betsey, an eccentric single lady who in taking Pip up seems to have recognized his innate fitness to become a gentleman, but as her name suggests she is a sham, a witch, while the money that makes Pip's pursuit of gentility possible come from another 'witch', Magwitch, and thus from the underworld – literally the underworld of Australia where he has made his money, and symbolically from the social underworld of crime with which he is associated in Pip's mind for most of the novel. (Gilmour, 116)

Not only these two characters' personal ambitions and their plans on Pip, but also Pip's own natural desire to be civilized and to improve his own intellectual capacity meet in the same personality, which will make him unwillingly confused in his subsequent decisions. It becomes a great decision for him to choose to live in his old humble town or in aristocratic London and then to choose either to behave like a snob or a gentleman. No matter when and where civilizations emerged, big cities have always been the centre of people's attractions for various reasons. The sense of wonder to see the wonderful outcomes of the civilization –from art to architecture, from technology to entertainment, and from people's lifestyles to their social systems –, the ambition of lower people to live in better life conditions and the desire to improve one's intellectual capacity in various fields of science, make the various kinds of people choose larger cities, which, allegedly, represent civilization better than the rural areas.

Pip's ambition to become a gentleman is fired when he meets Estella, who is brought up according to the values of the upper class. As soon as Pip is humiliated in his simple and rude way of naming the cards and in his possessing of 'coarse hands' and 'thick boots', he starts questioning his own culture and his world. The 'cultural shock' causes the seed (the 'pip'), genetically implanted in Pip, to grow and awakens his great dreams for the future. Pip's future benefactor's proposal becomes a great opportunity for him, which should not be missed in the achievement of his own great expectations. Pip realizes that he might only reach his "star" (Estella), by becoming a gentleman. Estella, who has the heart filled with 'ice', is indeed a 'starter' for Pip. She is the first person who starts that 'fire', a reference to his ambition to be a civilized and educated person, in his inner world. We might think that Pip's desire is only to become a member of the upper class, to enjoy their benefits, rather than to fulfill a sexual desire. This perspective will be investigated later in the next sub-chapter.

1.3. The First Impacts and Great Expectations

Leaving back – but keeping in mind – Pip's adventure with his convict, a set of stunning events start with his visit to Miss Havisham's house. One of the snobs in Great Expectations is Mr. Pumblechook, who makes plans to learn more about the strange-single-recluse, and bumbles around a chook (Miss Havisham) in the hope of benefitting somehow from wealth. That's why Uncle Pumblechook finds a kind of job for Pip at Miss Havisham's house.

Pip is shocked when he sees the old lady in her old yellowish bride dress. He also notices that her watch and the clock in the room 'had stopped at twenty minutes to nine' (GE, 57). Seeing the eccentric old lady with an awkward appearance who had never left the room since her dramatic misfortune, who wanted diversion, and who had sick fancies to have someone play around her is an abnormal thing which Pip tries to understand.

'So new to him,' she muttered, 'so old to me; so strange to him, so familiar to me; so melancholy to both of us! Call Estella.' (GE, 58)

In these lines, Dickens uses a few metaphors and symbols in order to give various interesting messages about the upper class. We see that a little common boy from the lower class is invited to a house which belongs to a rich lady. First of all, Pip and the readers expect to see better and richer conditions as well as fantastic or normal people. Playing again with stereotypical images, Dickens shows that everything is deeply strange in this world. The whole atmosphere is strange and melancholic: from the old lady's unusual dress to her watch and the frozen clock in the room, from her sick fancies to her broken heart, from her weird behavior to the strange topic she embarks upon ("I want diversion, and I have done with men and women" 58), Dickens, who knows the world of the two social classes, criticizes the values of the upper class to portray its 'real' face to his middle and lower class readers. According to him, this world should not be exaggerated in people's imagination, because the reality is completely different. This world is so strange and so melancholic that it makes its people look peculiar. The way they are dressed, the way they behave, the way they talk, the way they look, the way they entertain and the way they see and interpret the things that happen is rather strange than elegant and gentlemanly. In analyzing these two worlds with Dickens, Gilmour claims that Dickens had experienced the two worlds subjectively,

in all their complexity and ambivalence. But in one marvelous novel, Great Expectations (1860-1), he found a fictional form capable of expressing the social ironies underlying both his own and his generation's preoccupation with the idea of the

gentleman and, in doing so, delivered what is in many ways his most profound commentary on Victorian civilization and its values. (Gilmour, 107)

This world is 'new' and 'strange' to Pip. It is 'old' and 'familiar' to Miss Havisham. Yet, it is 'melancholic' to both. Dickens connects Miss Havisham's 'melancholic' mood to her 'grief' (a reference to her lover's betrayal), but he connects Pip's 'melancholic' perception of the whole scene to the values of the upper class, which is very difficult to be amazed at or to admire. There are no bright colors and 'light' turns off in this world. Because the 'sun' or the 'light' as a source of energy (i.e. moral values), does not enter Miss Havisham's house, everything in her place and in her society turns bleak and melancholic.

Since Miss Havisham hates every man in the world, she composes a play whose main actors will be Pip and Estella. And the main theme will be taking revenge on men by breaking a heart into pieces and, unfortunately, Pip is chosen for the role. Being unaware of what is really happening, the innocent child becomes a vulnerable victim in the hands of a vicious witch. That's the outline of the play whose scenario was written by Miss Havisham, the producer and the director. Estella, whose heart has been filled with ice, is used like a weapon against Pip. Pip, coming from a common family, is scorned and mocked at by this supercilious girl who has been brought up by Miss Havisham. His coarse hands, his thick boots, and the way he calls the cards become instruments for severe insult and humiliation.

This is the first 'cultural shock' which has a deep impact on Pip. Dickens throws his seed into the heart of a rich witch. Being called a 'common' boy and owning 'coarse hands' and 'thick boots' are the real facts about his social status. The two ladies' disdainful behavior leads him to dislike his social position and his poor possessions. It may be easily claimed that the brutal torturing, which has caused Pip to be ashamed of his social status and of his 'coarse hands' and 'thick boots' for the first time in his life, is one of the worst things that might happen to an innocent and vulnerable child. Dickens also implies that in this 'fantastic' world of the rich, there are cruel people who take sadistic pleasure humiliating the people from the lower class. Portraying such scenes, Dickens sends messages to the members of both classes. While he warns the lower or middle class people that they might encounter such cruel people in their attempts to climb the social ladder, he also reminds the upper class people that there are people as innocent and sensitive as Pip whose dreams and illusions may be easily broken. This kind of behavior never matches true gentlemanliness, which was supposed to be an indispensible characteristic of the civilized people.

Returning to the story, Pip is taken to Miss Havisham's house for a very simple reason, to play which is what his relatives and readers never expected. Dickens, who sees people as actors and actresses playing their roles on the stage, entertains his readers with surprising developments in his well-woven plot. At the beginning of the novel, things develop in a very strange way when little Pip finds himself in the world of merciless figures. The names 'Pip', 'Estella', the term 'beggar' and the card game 'beggar-my-neighbor' have been chosen professionally by Dickens. They are wonderfully connected to each other. It is strange that Pip should be the loser in multiple games. Why does Pip lose the game all the time? Why does Miss Havisham hysterically ask Estella to beggar Pip?

Kristen L. Parkinson, who made a research on card games in Great Expectations, suggests that "Estella's multiple victories are symbolic, emphasizing the psychological power she has over Pip", because according to the mathematician Marc Paulhus's calculations "the probability that one player wins a single game of beggar-my-neighbor is never greater than 60 percent unless the game is played only with court cards." (Parkinson, 121-22) It is obvious that Dickens creates a miserable atmosphere for Pip for the melancholy in the house to pass on to him. The grief caused by his losing the games, the humiliations and the whole melancholic scene infects Pip. Dickens, we might say, uses all the possible instruments to drag his character into a melancholic atmosphere.

Dickens prefers to use the short form Pip to Philip also because a 'pip card' is a low card as is any numbered card whose value is lower than faces cards, (Parkinson, 121). Dickens implies both Pip's low position socially and his poor knowledge and intellectual strength at that moment. Estella, whose name comes from Latin and means star, is placed in a high position or station which Pip has to struggle for to win or even reach her level. This could be a reference to her class status, her intellectual performance (higher than Pip's) and to her hard-to-reach heart. This certainly becomes one of Pip's great expectations in the first stage of the novel.

The word 'beggar' is used both as a noun and as an adjective in the passage. Pip is a 'beggar' compared to Estella and Miss Havisham, but he is also meant to be 'beggared', that is to be mentally and psychologically 'ruined,' 'destroyed. Miss Havisham's plan is to make Pip smitten by Estella's beauty and to desperately beg her to marry him. Estella, on the other hand, is a fake. She is born in the lowest layer of the low class, yet she is educated by Miss Havisham to become a lady and behave as if she were born in the upper class. Therefore, Estella's poor, criminal origin (her mother was a murderess)

is revealed in the scene in which she gets pleasure in 'animal aggression'. Gilmour pinpoints this fact and uses the Pip-Herbert fight scene in order to show her real face:

The brief scene enacts the supreme paradox of Pip's life: Estella can only respond to him when he exhibit those qualities of physical force and animal aggression which, in order to win her, he is at pains to civilize out of himself. It [her kiss] is her one spontaneous gesture to Pip and he misreads it, feeling only guilt and remorse at this exercise of his blacksmith's arm. (Gilmour, 139)

What we add to this behavior is the fact that Estella is just a 'symbol' who represents the cold face of adopted society. Pip had never come across such humiliation before and he started to judge his question in the society and asked Joe why they have not brought him up more 'genteelly'. The only person he knows around him with whom he can share his problems is Joe, so he asks him without hesitation why they were called common. Joe listens to Pip carefully and first reminds him that lying is a wrong behavior:

'There's one thing you may be sure of, Pip,' said Joe, after some rumination, 'namely, that lies is lies. However they come, they didn't ought to come, and they come from the father of lies, and work round to the same. (GE, 69)

Then, instead of preaching about their social position, he sincerely encourages Pip that he is 'uncommon' and 'uncommon scholar'. He means that Pip is different and he trusts his capacity. Joe believes that one day Pip will take his education and he will admire Pip's scholarly progress. Joe's natural naivety and his real trust in Pip do not only sooth him, but they also give him positive energy for the future. He thus refreshes Pip's hopes for the future.

'Well, Pip,' said Joe, 'be it so or be it son't, you must be a common scholar afore you can be a oncommon one, I should hope! (GE, 69)

Joe's encouragement of Pip's education is important for Pip's future. Pip's infected mind and soul is healed in Joe's 'coarse' hands, 'gentle' heart and 'life giving' soul. After this awful experience in Miss Havisham's house, Pip sees his weak points, namely ignorance and gentle manners. He decides to take lessons from Biddy in reading and writing. Dickens's approach to class issues and the necessity of education are among the most important in the novel. The working class, the lower class, the middle class or 'common' people in general are also the part of the cultural mosaic and their ways of life should be respected, protected and promoted to the younger generations. Estella's behavior – as a result of Miss Havisham's teachings – is extremely offensive and unlady-like.

Miss Havisham's mistake is the generalization of an incident her having been left by a fake gentleman just before the wedding, which causes her hatred of all the male people. Dickens underlines two important facts about human psychology using Miss Havisham's unfortunate love affair. The first one is that people sometimes start blaming everybody for a personal bad treatment. Secondly, when people find themselves in a low or bad situation, they look around to see whether they alone or not. Seeing other fallen people as they are sooths them. To be clearer, Miss Havisham wants to see a broken-hearted gentleman who has been abandoned by his female lover that is the reverse of her situation. Pip becomes the candidate for the 'broken-hearted' gentleman. Miss Havisham's devilish plan starts to work and Pip begins to think differently. Eventually, he starts to feel ashamed of his home, of his coarseness and commonness. The ambition to become a member of the upper class occupies his feelings and thoughts completely. A desire for a change is fired in Pip's mind and heart.

Years pass and Pip becomes a teenager. One day he decides to visit Miss Havisham on her birthday. The main reason seems to be his wish to see Estella there, but he finds out that Estella had gone abroad to be well educated. Pip feels a malignant, evil pleasure in her words. Pip shows the signs of the desire for a change in his own world. He feels more dissatisfied with his home, his work and everything nearby. The readers may suppose that it is because of the love that he could not utter openly to Estella. But the desire to become a gentleman is far beyond that. In his mind, it is a kind of new, superior world that he thinks he is willing to find. People will respect him, he will be treated 'genteelly', he will have a high standard of living and, more than that, he will have distinguished intellectual perspectives that he would like to share with peers in this new world. This is a scene that Miss Havisham has been looking forward to seeing, since she invited a boy to play at her place. Seeing Pip in a miserable situation makes her happy. His miserable look makes her laugh and Pip thinks that she feels a cruel and heartless pleasure at his humble origin and human suffering.

Playing with someone's innocent feelings and honor, which is what Miss Havisham has been doing with Pip, is an awful behavior which honorable, open hearted people cannot easily live with. We notice that Pip never bursts out condemning her, never uses a bad language, and never breaks her heart at all. He always becomes patient and behaves positively. With this kind of positive behavior in all circumstances he reveals what makes a person a true gentleman.

Another example, which indicates Pip's gentlemanly quality, is that he tries to find excuses in himself not in the others. As soon as he gets the bad news about his sister while he was living in London, he comes home to see her. He finds out that his sister has been severely injured after a malicious attack. He first blames himself. Thus, we see that whatever the problem may be, true gentlemen look for their own mistakes at themselves and try to work out for solutions. Dickens implies that people should question themselves first in various problems before starting to blaming the others and trying to figure out who is the real culprit. In Turkish there is an idiom which means 'the fire burns the place where it falls.' [1] but, adapted to the portrait of the true gentleman, it becomes 'wherever the fire falls it burns me as much as the others.' [2] This is also Pip's case. Although he is not directly responsible what has happened to her sister, he blames himself about the incident.

While struggling with his own problems, Pip shares his own feelings and thoughts with Biddy, the girl who teaches Pip how to read and moves to their place to take over housekeeping duties as Mrs. Joe cannot move due to her illness. Meanwhile, they develop a close friendship and one day he confesses to her that he wants to become a gentleman. He shares his secret thoughts with her:

> 'Biddy,' said I, after binding her to secrecy, 'I want to be a gentleman.' (GE, 125)

Pip also explains to Biddy why he wants to be a gentleman. Biddy tells him that Estella is not worth winning over. Her words should not be cared at all. Being a common person is not a case which anybody should get ashamed of. She convinces him that there is nothing to be ashamed of and comforts him by telling him that it is not worth being a gentleman just for another person's sake. Biddy represents the wisdom of the middle class people while revealing real pedagogical and human gifts. Pip starts to believe that there is nothing wrong being a common person in the lower class, but being a gentleman does not mean only a class shift in the social status. To him, the gentleman is a person who is civilized, has fine manners and is intellectually enlightened. This perspective coincides with Dickens's approach to the image of the gentleman in his time.

From time to time, Pip's sudden thoughts come to his mind and like a dream they take him far away. In other words, his mind inevitably becomes busy with future thoughts, dreams and expectations. He still expects something good – a kind of fortune or financial aid – from Miss Havisham. Pip moves into a new stage. While he has some great expectations for his future, he struggles with himself in the attempt to form his identity. And he does not have any financial opportunity or guide to help him.

Unexpectedly, Pip's great expectation to become a gentleman is refreshed when Miss Havisham's lawyer turns up and tells him the good news! Being considered as a 'distinguished' individual and being called Mr. Pip sound like a song in Pip's ears and he cannot believe it. Although he has some hesitations, he himself is determined to achieve great expectations. To us, these expectations are mainly to obtain a respectable status in the society, a better education, to be able to practice his intellectual capacity. Pip does not decide to become a gentleman because he feels inferior or because he secretly hates his own people. It is true that Pip has been humiliated and is still in shock, but these elements have worked like a match to start up a fire. In other words, these elements have contributed to his ambition to find his own identity, to achieve his dreams, to get a good education, to experience a higher standard of life in the upper class and to get a chance to prove to himself that he is special – with Joe's words 'oncommon scholar' –. When he shares his decision with Joe and Biddy, they congratulate him, but Pip feels a touching sadness in their voices. Joe and Biddy consider Pip to be "a gentleman of fortune," meaning that he is destined to have a better future. However, Pip resents their sadness wrongly interpreting it as selfishness. On the other hand, he feels that he may not be up to their expectations that he may achieve better things in his life.

Pip has different expectations, though he is overwhelmed by gloomy thoughts, anxieties, doubts and uncertainties. Meanwhile, hot discussions take place on the matter. Lines, such as "he [Joe] is rather backward in his learning and his manners!" (GE, 145), "He may be too proud to let anyone take him out of a place that he is competent to fill" (GE, 146) create some of Pip's future doubts concerning his relation with Joe. The negative consequences are also mentioned. In the end, Pip asks them to understand the opportunity, which should not be missed at all. He confesses that it has always been his dream to become a gentleman and he had always speculated what it would be like if he were a gentleman. It has always been his dream to rise to a higher position intellectually, financially, and morally in the society.

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[1] Anonyms 'Ateş düştüğü yeri yakar.'
[2] Anonyms 'Ateş nereye düşerse düşsün o beni de yeri yakar.'

Therefore, I made no remark on Joe's first head: merely saying as to his second, that the tidings had indeed come suddenly, but that I had always wanted to be a gentleman, and had often and often speculated on what I would do, if I were one. (GE, 145)

With this important decision he steps on to a new stage. Will Pip's decision lead him to a fall or a rise? Will he become a snob or a true gentleman?

1.4. Conclusion - The Freedom of Choice

Pip arrives in London, meets new people and especially Herbert who helps him a lot and gives him hints about polite manners. Although Pip remembers the fight they had a long time ago in Miss Havisham's garden, Herbert becomes his best friend with whom he can share everything. There are other surprising turns of the plot. For instance, Pip finds out later that his secret benefector is Magwitch, the convict whom he has once helped. The roles of these people are to mould Pip's personality in the process of his joining gentility. There are some other surprises in the novel, such as Estella's rejection of his love, her marriage decision to his number-one-enemy, Estella's being Magwitch's only daughter, the truth about Orlick's attacks on him and his sister, Miss Havisham's changing behavior towards him. Why did Dickens put this kind of interesting and unexpected surprises in the story, then?

First, as mentioned before "the novel is published in 36 weekly parts in ALL THE YEAR ROUND (December 1, 1860 - August 3, 1861)" (Davis, 126). So, it can easily be guessed that Dickens placed exciting coincidences throughout the book, especially at the end of each chapter. Second, Dickens lays a special emphasis on the fact that today's enemy could be your close friend tomorrow or today's close friend could be your fierce enemy tomorrow. Readers are surprised when they figure out that Herbert and Magwitch play important roles in his achieving great expectations. Yet, Herbert, who once had a fight with Pip, and Magwitch who, once frightened and threatened Pip during his escape, are the characters who contribute the most to Pip's growth into an ideal gentleman. Third, a true gentleman or a lady should behave kindly and positively to everybody, whether close friends or cruel enemies. This requirement in the gentlemanly code is rooted in human kindness on the one hand, and in the Christian code of behavior, on the other. If we look from this Christian-centric perspective, it is quite easy to make people be closer to each other, to help them solve their problems, and to enhance mutual love, respect and kindness.

Pip's childhood enemy, Herbert, becomes his best friend, teaches him good manners, saves his life, and helps him when he loses everything. The fugitive who threatens to kill him when he was a small child turns into his financial benefactor. Miss Havisham who enjoys Pip's sufferings feels regrets and, in the end, becomes one of his financial supporters. Thus, Pip sees the results of his positive and gentlemanly attitudes to these people in his life.

Herbert teaches him not only the manners of a gentleman, but also the facts about Miss Havisham and Estella. One of the surprising things which Pip learns from Herbert is the fact that "Estella has been brought up by Miss Havisham to wreak revenge on all the male sex." (GE, 175) Pip finds out the reason behind this awful behavior. A con-man, who proposes to marry Miss Havisham, does not only deceive her financially but he also jilts her on her wedding day. It is tragicomic that Miss Havisham generalizes her specific problem related to the specific person and then she hates the whole male sex as a result of this generalization.

Herbert also believes that Pip needs to learn the most important requirements to form a correct image of the gentleman, which will guide him in his relationships with the others. This important lesson actually comes from Herbert's father, Matthew Pocket, who believes that "a true gentleman at heart is a true gentleman in manner" (GE, 179). When they discuss about the con-man who has left Miss Havisham, Herbert's father's advice is highly noticeable and important about the idea of the gentleman, which reflects Dickens's approach to the issue.

When Pip is in London, he meets Drummle-like-'snobs' from wealthy families. The lavish feasts and the snobbish lifestyle generally influence Pip in a negative way. Not only his own snobbish behavior, but also the symptoms of discontentment with his past show how deeply he is 'infected' by this new life and by his new friends. For a while, Pip behaves like a snob after he gets used to his life in London. We think that Dickens also aimed at distinguishing true gentlemanliness from snobbery. He makes his main character fall into snobbery first and introduces Pip's, Joe's and Biddy's reactions afterwards, revealing what he considers to be 'ill-mannered' behavior. This type of behavior is used to show Pip's need to be woken up from his 'sleep' or 'unconsciousness'. In other words, Pip will be led to realize how awfully he has behaved and wonder why he has behaved that way. With Joe's and Biddy's help he questions himself and figures out his mistakes. The first example is when he comes home from London for the first time and he decides to stay at the Blue Boar Inn rather than go home. The new gentleman, Mr. Pip, thinks that he would feel uncomfortable staying in his old house with Joe and Biddy.

The second example is when "Pip walks through town [and] the tailor's boy mocks his snobbery and elegance in the street by pretending not to know him." (Davis, 130) (Bold mine) The third example is when Joe comes to London to visit Pip and he is shocked by Pip's formality and, consequently, Joe starts to addresses his companion 'sir'. Joe naturally observes that Pip feels very uncomfortable with his visit. Joe easily feels the anxieties in Pip's behavior and interprets this as Pip's wish not to be close with him any longer, because Joe sees that they are now members of different worlds and classes. Yet, Pip feels uncomfortable because he anticipates that his 'new' friends would laugh at him when they see him with Joe, the coarse blacksmith.

There are other snobs in the novel, like Drummle, and Pip is sure that they will insult Joe as soon as they meet him. They will probably laugh at the way he is dressed, the way he talks and the way he behaves. Joe is one of the most important people in Pip's life and he does not want him to fall into an embarrassing situation. However, Pip cannot explain all these things to Joe and feels that Joe might misunderstand him.

Dickens has rightfully chosen the name 'Drummle' for his snob, as it suggests the hollow noise which a 'drum' makes. Dickens implies that Drummle has no heart and that is why he may easily insult the people around. He also chooses this character to be Estella's future husband so that he matches an empty-hearted 'gentleman' with a cold-hearted 'lady' as a kind of punishment. It looks like a punishment for Pip too, though at the end the readers realize it was not. Before leaving London, Joe manages to get to Pip's heart once more. Pip feels ashamed of the way he has talked to Joe and realizes that somehow he has hurt his dignity and pride. However, Joe forgives him later because of his love for everybody and everything when Pip gets severely ill. Joe looks after him for weeks by his bed and even pays all his debts, expecting no gratitude, just out of his good heart, thus revealing the qualities of a 'gentle Christian man'. Whenever Pip opens his eyes in his fever, he sees Joe's figure staying with him in London and taking care of all his needs. Pip realizes Joe's natural dignity and makes a connection with the qualities that he has acquired naturally in his own world and to his old and new values. According to Pip's considerations, Joe is a true Christian gentleman as he does not love and forgive Pip but he also tenderly cares for him and sincerely helps him without any expectations. That's why Pip later describes Joe as a 'gentle Christian man' to give special emphasis on the Christian values that would make a real gentleman, as opposed to the fake gentle manners of snobs he met in his new world in London. In other words, Pip clearly sees that Joe's real gentle manners acquired naturally in the lower class, backgrounding his religion, are far better than the fake gentle manners he acquired in the upper class. While he lives unpleasant moments with the people he really respects and cares, like Joe, because of his wrong attitude, he also receives a cold response from the people he over appreciates, like Estella and Miss Havisham.

Meanwhile, when Pip starts to notice that the things and the events around him have good and bad influences on him, he regrets dreaming of unreachable expectations, having met Miss Havisham, having fallen in love with Estella, living in a world in which he cannot be helpful to anyone. He questions his position in life and realizes he would be happier if he lived in front of the humble and honest fire at the forge and in the old kitchen. Pip understands that the honest and humble life with Joe and Biddy did not look so attractive in the beginning, when compared with the luxurious life in the city. Now, he wishes to get back the relieving comfort, sincere, humble and rich atmosphere of the forge and home. The luxurious life in London may look bright and shiny from the outside, but when living it, the expected comfort is lost and the great expectation turn into great nonsense. Dickens also chose the words 'forge fire' and 'kitchen fire' carefully, because it is a hard, exhausting and hot process to shape a piece of iron in the furnace at forge. And it is also a hard, exhausting and hot process to cook a meal in the kitchen. In order to make something useful from an iron a blacksmith has to put it into in the furnace so that he can soften it to shape it as he wishes. And in order to make something delicious to eat, the ingredients have to be mixed up in a pot and then put on the fire to be cooked. The hot process, also a reference to the unbearable sufferings he went through, to Joe's touching words and to Estella's decision to marry to Drummle, heats Pip like an iron in the forge or a pot on the stove, which, figuratively, shapes a true gentleman.

A number of emotional shocks hit Pip. First, his sister dies. As soon as he gets the news, he returns home for the funeral. The clouds, a reference, perhaps, to Pip's new problems, seem to go away. The sufferings make Pip's character stronger. He now feels closer to the values of his previous life with Joe and Biddy. Dickens gives his final touches and transformations to Pip in his third stage of life. The deep and gradual change in Pip's character is described by Hasan Cakir, the author of the book entitled Fundamentals of Fiction (2003), as follows:

It is clear that there is a deep and gradual character development in Pip by the last chapter. Pip realizes that his great expectations have come false. He is now happy to get rid of his dreams. In chapters fifty-seven and fifty-eight, his character change is underlined in his reconciliation with Joe and Biddy. He decides to love his true friends. Having forgiven his enemies, Pip has been prepared his old friends again. (Cakir, 121)

Dickens shapes a gentleman respecting and having been guided by the Christian values. Loving and being generous to his friends, forgiving enemies and being kind and gentle to everybody are considered to be important components of one's character. For the first time in his life, Pip feels an extra-ordinary pleasure when he behaves in this way. On his twenty-first birthday he receives a huge amount of money from Jaggers to pay his debts. Pip gets Wemmick's advice for a good investment and uses this money to advance Herbert's prospects. Supporting his closest friend financially, when he is in the deepest need, makes Pip very happy and he admits that this has also become a turning point in his life:

I did really cry in good earnest when I went to bed, to think that my expectations had done some good to somebody. A great event in my life, the turning point of my life, now opens on my view. (GE, 295)

Helping other people is in fact a turning point in his life. His closest friend, Herbert, becomes the first person who is given financial aid to improve his business. Miss Havisham, Estella and Magwitch will be the other figures in the novel who will be helped by Pip later. According to Dickens, true gentlemen are the people who consider the benefits of the others first and their own later. Selfishness cannot find a place in their hearts. They live to make the others live comfortably. They forget their own desires.

As mentioned before, Dickens usually chooses the names for certain purposes. We have already explained the roles of the two 'witches' (Magwitch and Havisham) in Pip's evolution. From another perspective, Dickens chooses contradictory names for these characters which have little connection with the real roles they have in the process of the shaping of Pip's personality. Pip thinks that his 'witch' might be harmful to him, but discovers later that he is his secret benefactor whose aim is to mould Pip into a gentleman form. Miss Havisham thinks that her 'admirer' would be her future husband, but he becomes the devious and wicked gentleman whose role is to 'come' and 'pay' for any offspring (i.e.'son') that would have existed (Com-pey-son). Her 'adoptive' children – Estella and Pip – have been brought up differently. While Estella's heart is filled with hatred as a result of Compeyson's psychological damage to Miss Havisham's mind and heart, Pip's heart is filled with love, which he shows from the very beginning when he offers help to the convict. So Dickens points out that his wicked gentleman has to come and pay (he does pay in the end with his life) for what he having harmed Miss Havisham, directly and Estella and Pip, indirectly. Thus, Dickens's message is clear: not only the names, but also the appearance and the devious or deceptive behavior of the people are just only 'covers' through which the 'real faces' are revealed.

Dickens is also keen on showing that people may change dramatically throughout their lives. Miss Havisham confesses that she has done wrong and she also admits that she has raised a girl who tantalized and tormented him severely. They have similar pains which resulted from having been abandoned and not having been shared their love. Miss Havisham feels worse than Pip because she had planned the entire scenario. However, she reminds him that she has human feelings in her heart and she begs his pardon. Being noble, a gentleman, Pip forgives her. In this last meeting Miss Havisham's dress catches on fire and Pip plays an important role to extinguish the fire although he is also injured in the process. Dickens gives death penalty to the wicked gentlemen, Compeyson and Orlick, who never feel guilty or regret their wickedness and do not raise any affection with the readers. However, the two witches' death, Magwitch's and Miss Havisham's, are considered are not as violent because they feel guilty about the mistakes they have done and they have shown their good intention in helping Pip when he needed it. Magwitch, Estella's father, and Miss Havisham, Estella's step-mother, play important roles in the fashioning of Pip's personality. Through their direct and indirect influences and by experiencing the two worlds, Pip tries to achieve his great expectations.

Estella remains a 'star' to Pip, a star he cannot reach at all in the original version and ending of the novel. In the second version – as the happy ending was a public requirement – they meet at Satis House again and, as they leave "the ruined place," Pip says that he sees "no shadow of another parting from her." (GE, 478) implying that they may get together and live happily ever after. In this respect, Philip V. Allingham claims that:

The futile love affair with Estella – bright, and distant, and cold as the stars for which he has named her – reflects young Dickens' own hopeless infatuation with a banker's daughter, Maria Beadnell. Significantly, in the original ending Dickens did not reward Pip for his struggles by arranging the traditional happy ending for the lovers. [1]

This particular elusive situation "I saw the shadow of no parting from her." (GE, 478) can be interpreted in various ways so that we can notice Dickens's artistic touch and modernity in his works. An ordinary reader expects a happy ending matching Pip and Estella at the end as they seem to understands their mistakes and feel sorry for them. Other readers might think that Estella does not represent a particular person, but a particular class, so Pip becomes the admirer of the upper class, of their culture and life standards. Instead of marrying into that class and staying there for ever, Pip prefers his humble

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[1] See Philip V. Allingham, An Introduction to Charles Dickens's Great Expectation Faculty of Education, Lakehead University, Ontario http://www.victorianweb.org/authors/dickens/ge/pva10.html

origin and he connects the two worlds remaining in the lower class as a true gentleman. To other readers, Pip's low 'love' turns into a mystical true 'love' that he starts to feel for everybody else. Thus, sometimes Dickens's elusive tone in the novel creates different readings suitable for all tastes and capacity of understanding.

In conclusion, we observe Dickens has given a special emphasis in Pip's psychological development in Great Expectations. His achievement may come from the fact that Dickens himself was not used to be a gentleman. Like the narrator in the novel, he becomes a gentleman later in his life. As an outsider and then as an insider – seeing and living in both worlds – the upper- and the mid-lower class –, Dickens describes Pip's evolution from an ordinary person to a snob, from a snob to a true gentleman. Dickens, who observes and describes not only the people, places and the incidents which he comes across in his life, but also his own feelings and thoughts vividly deserves great admiration for his genius in portraying his colorful characters and building such intricate plots. With Great Expectations Dickens shows how difficult and long the process of shaping one's personality is. It is even harder to make a character a true gentle man living in harmony with different worlds.

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Turkish SMES Corporate Sustainability Approaches: Cluster Analysis Method, an Empirical Study

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Abstract

Since sustainable concept was used in 1713 by Carl von Carlowitz as an environmental approach there have been many developments and the concept included economic and social subject and stated being an approach that helps the companies to create long term values. Corporate sustainability which many academicians and researchers worked on especially from 1990's till now have been shaped the national and international business sectors views and been a research subject for many researchers. A few national researches about corporate sustainability are aims on big scale companies. The SMEs which are 99% of all companies play a key role for employment, added value and manufacturing industry and also they create a big environmental and social impact. For this reason SMEs which a noticeable percentage on all companies and which are quite effective for sustainable development have been choose for this research. In this context, a research on determination of differences in perspectives and approaches of Turkish SMEs to corporate sustainability is included. As second 350 SMEs in Istanbul are investigated with quantative methods and with K-Means non hierarchical clustering technique managers are classified as sustainability leaders, reactives and unconcerns. Thus with this the point of view of companies towards corporate sustainability is detected. It is possible to link the distinction in perspectives of companies within these three groups to different evaluation of the tools of management used in sustainability practices and the forces that lead enterprises to sustainability practices ∗ .

Keywords: Corporate sustainability, corporate social responsibility, sustainability development.

1. Introduction

Companies currently operate in a global stakeholder society where they are expected to be accountable to all relevant stakeholders due to wider economic, environmental and social effects instead of being accountable only to shareholders for financial performance. In a rapid and unprecedented environment of competition, sustainability of companies correlates directly with the fulfilment of expectations of all stakeholders. It is very difficult for an enterprise that does not create added value for its stakeholders to continue its existence and carry it into the future. Sustainability objectives suggest private sector companies not only to create value and provide products and services that improve standards of life, but also to become involved in efforts that will actively resolve different environmental and social issues arising from their activities.

Demands of the society in terms of sustainability also reflect on their economic interactions with companies. These demands of the society, which fundamentally defines the criteria for success and ultimately owns all resources required by companies, created a new and significant competitive pressure on companies in both short and long term. Currently, companies are required to compete with each other not only in economic terms, but also in terms of social acceptance. While the society acts more eager to reward companies that it deems to be valuable by allocating resources under its control to these companies; it punishes companies that it deems to be incompetent in satisfying its expectations and obstructs or even attempts to prevent their access to these resources. Therefore, being successful in satisfying expectations of the society has become an important component of the process of competition between companies. Under all these economic, social and environmental factors, companies are required to adopt and internalize corporate

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∗ This article is derived from the PhD. thesis of Özlem TUNA entitled "Corporate Sustainability Approach and Practices: The Study on SMEs".

sustainability principles that enable them to gain and improve competitive power, as well as shape their business models on the basis of these principles.

Corporate sustainability issue covers all activities and procedures of companies, instead of only their financial activities, and continues its development by broadening its scope. With this object in mind, we wanted to address sustainability, which the companies currently require but fail to maintain due to radical changes in environmental conditions or with their existing structures or practices, with an empirical approach in this research. This research initially reviews the studies in literature on corporate sustainability. In the following chapter, there is a study attempting to manifest the corporate sustainability situation of Turkish SMEs in recent years. A reason for addressing SMEs in our study is that SMEs, comprising 95% of all companies and 60% of employees according to OECD data, is considered to be a significant resource for employment and welfare due to their contribution to social stability and general tax income (WBCSD, 2004).

Another reason is that SMEs are positioned as the supplier of many large companies. SMEs in the supply chain have a considerable influence on economic, environmental and social effects of large companies. In this context, sustainability and success of large companies correlate directly with their contributions to sustainability of SMEs. To this effect, it was attempted to identify differences in corporate sustainability perspectives and practices of 350 SMEs operating in Istanbul using cluster analysis method.

2. Literature Review

Many studies have been conducted since emergence of the concept of corporate sustainability, as researchers approached the subject from different aspects. Many conceptually (Dyllick ve Hockerts, 2002; Marrewijk ve Werre 2002; Wilson, 2003; Gao ve Zhang, 2006; Montiel, 2008; Signitzer ve Prexl, 2008; Schneider ve Meins, 2011; Callado ve Fensterseifer, 2011) ve uygulamaya (Atkinson, 2000; Nemli, 2004; Salzmann, Ionescu-Somers ve Steger, 2005; Hahn ve Scheermesser, 2006; Robinson vd., 2006; Benn, Dunphy ve Griffiths, 2006; Young ve Tilley, 2006; Linnenluecke, Russell ve Griffiths, 2009) oriented studies, that have considerably contributed to improvement of the concept, have been conducted in this respect. Such studies can be outlined in four groups (Besler, 2009):

The first approach involve the studies that address sustainability from economic perspective. In these studies, economic sustainability is addressed as long term economic performance and characterized as the golden boy of paradoxical sustainability. In this approach, it is not approved to launch investments that do not directly affect interests of stakeholders. (Friedman, 1970; Levitt, 1958). The second approach involve the studies that environmentally address sustainability (Shrivastava, 1995; Starik ve Rands, 1995). It is seen that the assumption that companies are not separate from their natural environments, that they are contained within such environments and that they operate therein underlies this concept (Sharma. 2003).The third approach to corporate sustainability involves studies that demand companies to assume greater responsibilities for social environment (Carroll, 1999; Dunphy ve diğerleri, 2003; Freeman, 1984). In these studies, corporate sustainability is used as social sustainability. In these studies, it was emphasized that it would be possible for an organization to ensure social sustainability by intending to successfully continue its presence in the market for a long time and having credibility and reliability consciousness in all of their activities. The fourth approach involves holistic approaches addressing corporate sustainability. The final and the fourth approach is the holistic approach. Bansal (2005), Gladwin and Kennelly (1995), who approach sustainability in a holistic manner, addressed the concept of sustainability pursuant to the definition of sustainable development of World Commission of Environment and Development of the United Nations, which involves environmental, economic and social dimensions.

It is not possible for us to evaluate the first three approaches (economic, environmental and social), addressed in terms of corporate sustainability, independently from each other. As indicated by Bansal (2005); Gladwin and Kennelly (1995); Benn et al (2007) in their studies; Besler (2009) also alleged that each of these approaches had different aspects and effects in itself, and emphasized that these different aspects had to be addressed in interaction with each other rather than separately and independently from each other. In this context, corporate sustainability can be defined as adaptation of economic, social and environmental factors by companies to their activities and strategies for the purpose of creating long term value.

Finally, a limited number of studies based on SMEs should also be added to abovementioned studies addressing corporate sustainability. The first one of these is the study of Yu (2004) addressing determination of sustainability perception, driving forces and sustainability obstacles of 58 SMEs operating in China. Another one is the study of Zegarowski (2006) on SMEs providing recruitment and consultancy services. Yet another one is the study conducted by Bos-Brouwers (2010) for analysis of sustainable innovation procedure of SMEs in the Netherlands. The final study is the study of Ciasullo and Troisi (2013) on the observation of integration of corporate strategies with sustainability on a SME operating in Italy and the reflection of such integration on intangible assets.

Although there are many studies in the literature of our country that address concepts contributing to the development of corporate sustainability approach, there are a limited number of studies that identify corporate sustainability as the subject of their researches. These studies concentrate on the period after 2000s (Nemli, 2004; Tokgöz ve Önce 2009; Sarıkaya, Erdoğan ve Kara, 2010; İMKB, SKD ve PwC Türkiye, 2011; Kuşat 2012; Tuna ve Besler, 2013).Only one of the limited number of studies in Turkish literature is focused on the whole country and large scale companies. Nevertheless, there is not any study that exhibits the situation of SMEs.

3. RESEARCH

3.1. Purpose

Today, corporate sustainability issue has become one of the most important titles that needs to be taken into consideration within strategy determination procedure of companies. Following four purposes have been emphasized in our study focusing on sustainability situations of Turkish SMEs:

Establishing the meaning and importance of sustainability for SMEs.

Finding out the driving forces and obstacles that lead SMEs to sustainability practices.

Establishing the strategic perspective of SMEs regarding sustainability.

Identifying different management tools used by SMEs in sustainability practices.

Furthermore, it was also intended to determine whether a significant difference exists between clusters in terms of variables identified as the meaning attributed by SMEs in our country to sustainability, their strategic approaches to sustainability, their policies regarding sustainability issues, and their sensitivity to environmental and social issues.

3.2. Sample and Methodology

Target population of the study comprises of all SMEs operating in Istanbul. Due to restrictions such as time, cost and distance in this study, which has the characteristics of a qualitative research, sampling method was adopted; 350 SMEs operating in food industry in two organized industrial zones (Ikıtelli and Bayrampasa Organized Industrial Zones) in Istanbul were taken as samples and the study was conducted by way of convenience sampling (Yıldırım vd., 2000: 42) based on volunteering. It was attempted to identify sustainability perspectives of companies and driving forces that lead companies to sustainability practices with questions intended for evaluation of conceptual infrastructure of sustainability. Whether companies strategically approached the issue of sustainability and policies of companies on sustainability were researched with questions where it was attempted to identify strategic sustainability perspectives of SMEs. It was attempted to identify management systems (such as ISO-standardized management systems, EMAS or EFQM), specific management tools (such as environmental accounting and reporting, benchmarking or eco-marketing), employee related activities (such as social securities and fringe benefits or corporate child care) and activities at the societal level (such as sponsoring, corporate giving and community programmes) of SMEs with questions intended for determination of their environmental and social sensitivities. In the survey including a total of 26 questions, while there were multiple-choice and five point rating scale questions in parts of the survey pertaining to conceptual infrastructure, strategic approach, environmental and social sensitivity; questions with different rating scales were addressed in the part where policies regarding sustainability issues were inquired. During the study, data obtained by the survey were analysed by SPSS for Windows software package. On the other hand, Cronbach's Alpha coefficients were calculated for reliability analysis in respect of scales used in the study and it was determined that all of such values were over 0,70 ($0,60 \leq \alpha < 0,80$) (Table 1). This exhibits that scales subjected to Likert Type rating were highly reliable.

Table 1. Reliability Test Results

	n	$\overline{X}$ ± S.D	Cronbach's Alpha
The meaning attributed to sustainability	350	4.47±0.36	0.756
Strategic Approach	350	4.36±0.49	0.865
Sustainability Politic	350	2.35±0.38	

| Environmental Awareness | 350 | 4.33±0.37 | 0.832 |
| Social Awareness | 350 | 4.06±0.35 | 0.791 |

After the pilot study conducted with 50 SMEs, the survey was reviewed and the pilot study was excluded from the sampling. Surveys, reliability of which was tested, were conducted on 350 SMEs operating in food industry in Istanbul. It was ensured that the surveys, conducted by personal interview with the assistance of a professional research company, were completed by senior managers with executive duties in charge of implementation of fundamental strategy and management policies within the enterprise. Survey returns were finalized with the research company, i.e. it was ensured that the desired number of surveys were conducted, and the risk of encountering incomplete and unfinished questionnaires was eliminated. As frequency distributions according to the results of the survey, in terms of the number of employees, of the companies in the sampling (Table 2) were classified pursuant to the regulation1 on SME classification, it was determined that 1 to 9 employees served in 10,6%, 10 to 49 employees served in 35,4%, and 50 to 249 employees served in 53,7%.

Table 2. Distribution of Company Size of the Sample

	No. of companies	Percentage
1-9 employees	37	10.6
10-49 employees	124	35.4
50-249 employees	188	53.7
N/A	1	0.3
Total	350	100.0

3.3. Analysis and Results

Research findings shall be analysed in two parts. The first part of the analysis involves descriptive statistics intended for determination of sustainability situations of SMEs. The second part of the analysis shall attempt to classify the distinction in corporate sustainability perspectives of SMEs in the sampling using K-Means technique, which is a non-hierarchical cluster method. This analysis attempted to present a typology of approaches of the companies to sustainability, and it was seen that characteristics of formed groups were different. Following variables were used in non-hierarchical cluster analysis:

The meaning attributed to sustainability

Strategic perspective of sustainability

Policies on sustainability issues

Sensitivity to environmental and social issues

3.3.1. Results of the Descriptive Analysis

According to the results of the descriptive analysis, 97% of SMEs stated that the issue of sustainability was relevant to their business transaction styles and they supported their statements by expressing positive opinions on environmental and social issues that are important for sustainability.

Another result of the analysis reveals that 99% of SMEs consider reputation, 98% consider reduction of costs and 96% consider convenient financing and incentives as well as legal arrangement as the factors leading their enterprise to sustainability practices. Percentages show that SMEs consider economic factors as the most effective power for

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1 The definition of SME, introduced by the "Regulation on Definition, Qualifications and Classification of Small and Medium Sized Enterprises" issued in the Public Gazette no. 25997 of November 18, 2005 and enacted on May 18, 2006. According to the definition; enterprises with 1 to 9 employees were described as micro sized enterprises, enterprises with 10 to 49 employees were described as small sized enterprises and enterprises with 50 to 249 employees were described as medium sized enterprises. http://www.kosgeb.gov.tr/UserFiles/File/kobi_tanimi.pdf

sustainability practices after reputation. Additionally, non-governmental organizations, media, public pressure and advertising/public relations statements were determined as the driving forces that are considered by companies to be less effective (Table 3).

SMEs considered insufficient capital, insufficient expertise and limited time as obstacles for practices to be conducted in terms of environmental and social issues. Reasons such as their financial incapability, organization problems, qualified personnel concerns and the obligation of managers to handle all activities of the enterprise support the obstacles experienced by SMEs in their environmental and social practices.

Table 3. Reasons for Corporate Sustainability Activities
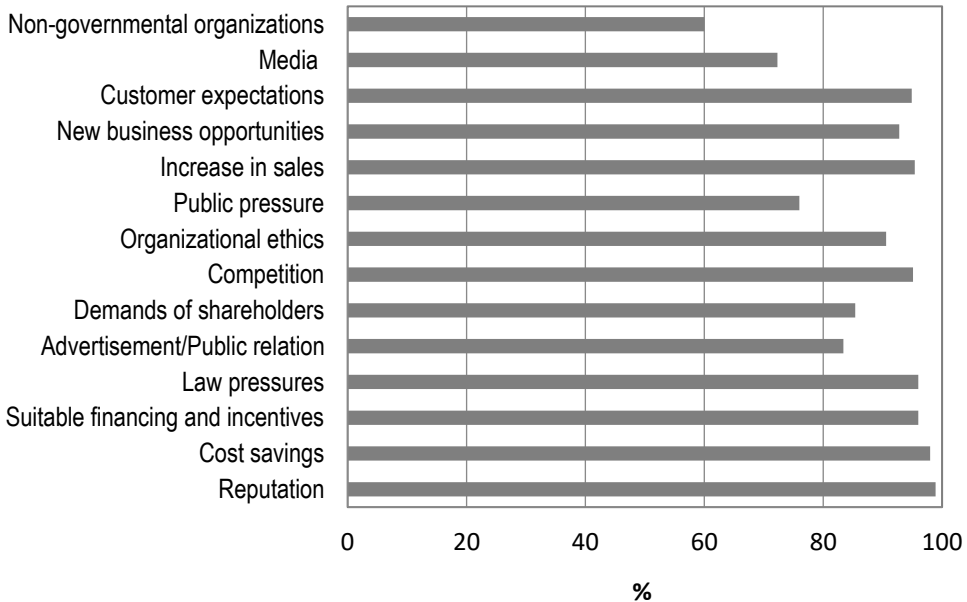
As strategic approaches of SMEs to sustainability and data on company policies in respect of sustainability are addressed; approximately 97% of SMEs stated that they had sustainability strategies. 95% consider sustainability as an advantage over competitors, while 95,5% consider it to be an advantage over companies that they supply to. As regards corporate policies determined by SMEs participating in the survey, it is seen that they have practices and written policies on product safety, accountability, occupational health and safety, customer satisfaction and transparency (Table 4). Furthermore, more than half of the companies have a written policy on water utilization/management and waste management practices. However, it is seen that a considerable part of the SMEs do not have any management policy in respect of climate change and emissions, biodiversity and eco-efficiency. Besides, a considerable part of the companies do not have practices and written policies on social issues such as corruption, sensitivity to human rights, relations with local community and civil society, innovation and discrimination.

Table 4. Corporate Policy on Sustainability Issues
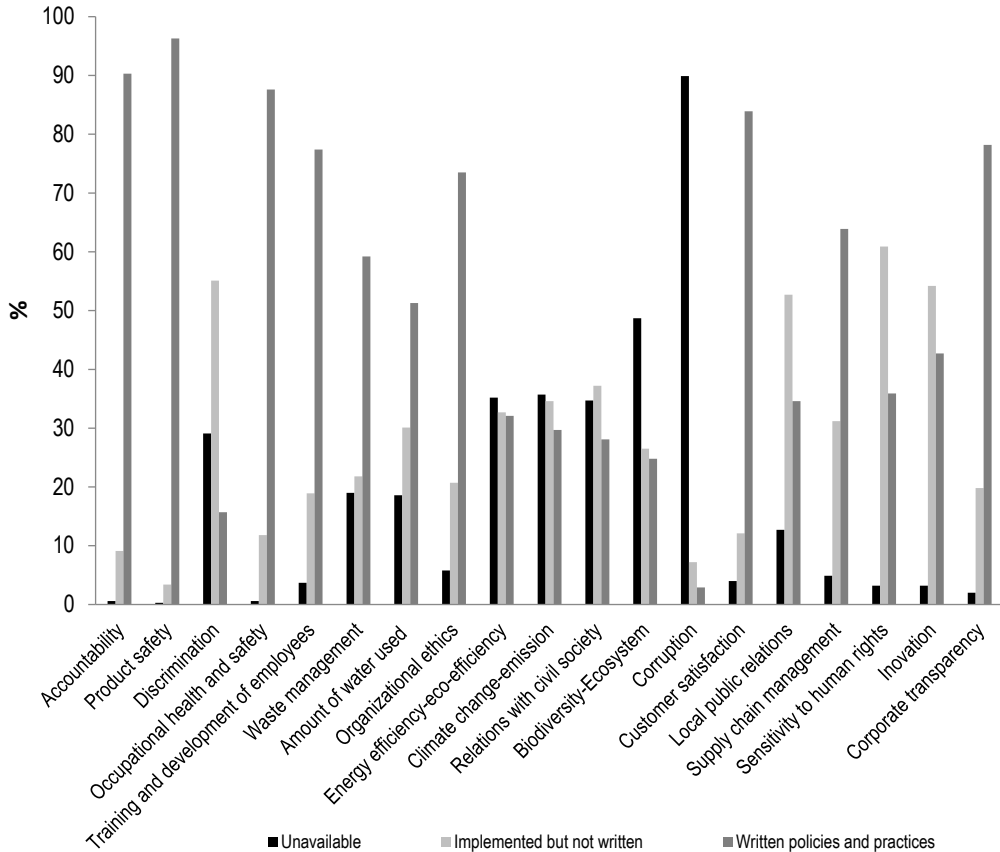
According to evaluations on environmental and social sustainability practices, it is seen that social standards are fall considerably behind certified environmental management systems. For example, while 49,4% on companies have ISO 14001 and 24% have EMAS as environmental management tools; 27,4% have OHSAS 18001, 17,4% have SA8000 and 10,3% have AA1000 as social management tools. In addition, opinions of the companies were received on issues such as investment to green technology, fighting pollution caused by production, reduction of wastes, improvement of working conditions, discrimination, purchasing from local suppliers that are within the scope of environmental and social issues. (Table 5).

Table 5. Percentage of Companies Using Different Environmental and Social Management Tools
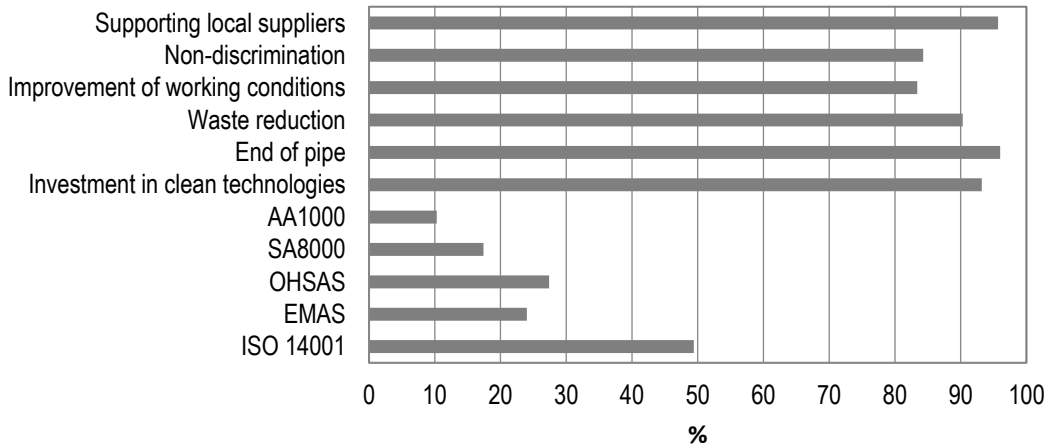
3.3.2. Results of the Cluster Analysis

Results of the non-hierarchical cluster analysis exhibit different approaches of the companies in the sampling to sustainability issues in more detail. The result of the cluster analysis allowed us to identify three significantly different groups of companies based on their approach to sustainability issues. As a result of the analysis, it was determined that 48% of SMEs (F=170) were in 1st cluster, 47,8% were in (F=167) 2nd Cluster and 3,4% were in (F=12) 3rd Cluster. A single factor variance analysis was conducted in order to identify whether a significant difference exists between clusters in terms of variables determined as the meaning attributed to sustainability, strategic approach, sustainability policies, environmental sensitivity and social sensitivity. (Table 6). Significant differences were identified for each variable among clusters (p<0.001). Distribution of three types of companies in the sampling was given in Graphic 1.

Table 6. Non-hierarchical Cluster Analysis

(p<0,001) ; a,b,c: the difference between groups containing different letters is important.

As medians are examined, it is seen that 167 SMEs in the 2nd Cluster have higher medians than companies in other

Clusters	n	%	The meaning attributed to sustainability	Strategic Approach	Sustainability Politic	Environmental Awareness	Social Awareness
			$\overline{X}$ ± S.D	$\overline{X}$ ± S.D	$\overline{X}$ ± S.D	$\overline{X}$ ± S.D	$\overline{X}$ ± S.D
1	170	48%	4.31 b ± 0.37	4.34 b ± 0.27	2.13 b ± 0.30	4.05 b ± 0.26	3.86 b ± 0.23
2	167	47.8%	4.63 a ± 0.25	4.52 a ± 0.23	2.60 a ± 0.27	4.62 a ± 0.19	4.29 a ± 0.30
3	12	3.4%	4.24 b ± 0.29	2.34 c ± 0.57	1.82 c ± 0.18	3.90 b ± 0.27	3.69 c ± 0.30
F			45.240	310.80	140.915	278.977	112.698
P			0.000*	0.000*	0.000*	0.000*	0.000*

clusters in terms of the meaning attributed to sustainability, strategic approach to sustainability, sensitivity to policy, environmental and social issues. Therefore, it can be said that they are more sensitive to issues regarding sustainability. Accordingly, it would not be wrong to call the companies in the 2nd cluster as 'sustainability leaders'. It is possible to remark that the companies in this group are interested in sustainability and they consider underlying social and environmental issues to be important. The reason for the interest of these companies in environmental and social issues can be listed as reputation, reduction of costs, convenient financing and incentives as well as legal arrangement. Sustainability leaders

differ from other two clusters particularly in terms of their sensitivity to environmental and social issues. Besides, it is an interesting finding that 61% of international companies and 86% of foreign-owned companies in the sampling are in this group. This can be attributed to the sensitivity of international market to the issue of sustainability. Particularly the increase of environment friendly consumption behaviour of consumers in foreign countries, as well as adoption of legal arrangements intended for the protection of environment by governments and international organizations increased the sensitivity of SMEs to sustainability.

It is seen that 170 companies in the 1st Cluster have medians close to sustainability leaders in terms of overlapping sustainability with business transaction style, strategic approach to sustainability and development and adoption of policies regarding sustainability issues. However, they fall considerably behind in terms of sensitivity to social and environmental issues. This can be considered as the indicator that the companies in this cluster mostly concentrate their policies on legally imposed issues and conduct their activities with external pressure. Such an approach causes us to characterize these companies as 'reactive'. The reason for is that the companies in this cluster improve as a reaction to external pressures regarding environmental and social issues. However, corporate sustainability require integration of all issues within the scope of sustainability with management strategy, and a proactive perspective.

It is seen that 12 companies in the 3rd Cluster have lower medians than the others particularly in terms of strategic approach, policy and environmental sensitivity. At the same time, lower medians of the 3rd Cluster than the other clusters in all variables indicate the insensitivity of the companies in this cluster to the issue of sustainability. Therefore, it is possible to characterize the companies in this cluster as 'unconcern'. These companies attribute their insensitivity to the lack of sufficient incentive for sustainability.

Graphic 1. Distribution of the Three Company Types with Respect to Sustainability
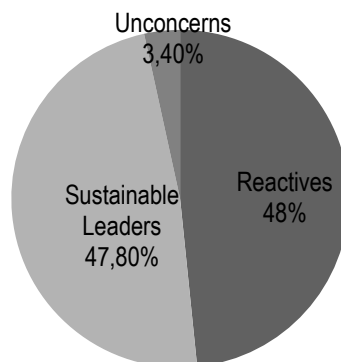
Conclusions

It is seen that the SMEs in our country have failures in understanding and implementing sustainability. 97% of the companies stated that they were interested in sustainability and underlying social and environmental issues were considered by the companies to be important. Nevertheless, the fact that sustainability is evaluated mostly in terms of its economic aspect raises concern. Bonda and Sosnowchik (2006) linked economic sustainability to developments that yield monetary gain, job creation, lower energy use, decrease in water expenses, utilization of tax incentives, as well as efficiency caused by light, heat and air conditioning control. It was determined in the research by ACCA (2012) on SMEs at a global level that SMEs concentrated on practices yielding monetary gain such as decreasing energy use, water bills, pollution, transportation costs and compliance with laws. In this context, when results pertaining to the SMEs in our country were evaluated, it was determined that almost 99% of the companies considered corporate reputation as the most important motivator for sustainability, which was followed by the reduction of costs, financing and incentives, increase in sales and competition. These factors, which closely follow reputation, overlap with practices yielding monetary gain pointed out by Bonda and Sosnowchik (2006) in their definitions and global research results of ACCA. Therefore, it would not be wrong to state that the source of reputation for SMEs in our country is based on economic factors.

Approximately 97% of SMEs stated that they had sustainability strategies and expressed their tendency in this direction. Nevertheless, it was seen that management policies were heavily concentrated on legally controlled issues and many environmental and social issues were ignored. Furthermore, it was determined that few SMEs met the standards corresponding to these issues in formal management systems. It is considered that SMEs in need of financial resources and expertise would have difficulty in establishment and maintenance of sustainability strategy that requires dedication. Besides, concentration of management policies mostly on legally controlled issues is accepted as an indicator that activities are conducted under external pressure and does not overlap with the proactive perspective.

Many studies (Hahn ve Scheermesser, 2006; Atkinson, 2000; Huizing ve Dekker, 1992; Kaptein ve Wempe, 2001) have been conducted for the purpose of identification of what the different management tools used in sustainability practices are. It is seen that many tools were suggested in these studies for measurement and management of sustainability. Tools used in sustainability practices are classified as studies on management systems (ISO standards, such as EMAS and EFQM.), environmental management tools (such as sustainable product design, recycling activities and green technology), activities toward employees (such as improvement of working conditions, flexible working and working at home) and increasing social welfare (such as sponsorship, provision of educational opportunities, supporting local suppliers). It is seen that social standards in SMEs fall considerably behind in comparison with certified environmental management systems.

When the results non-hierarchical cluster analysis were evaluated, three different enterprise typologies were presented in terms of their approaches to sustainability issues. Significant differences were identified in corporate sustainability perspectives of the companies in these clusters, which we called sustainability leaders, reactives and uncorcerns. High percentages of sustainability leaders in all variables identified for cluster analysis can be accepted as an indicator that these companies integrated sustainability into their management strategies. From this perspective; low percentages of reactives and uncorcerns particularly in sustainability practices indicate that the companies in this cluster have problems in adopting sustainability. Hahn and Scheermesser (2006) also conducted a similar study on clustering on 195 German companies. Authors also identified three different clusters and characterized these clusters as sustainability leaders, environmentalists and traditionalists. The literature does not contain any other study that attempts to determine the perspectives of companies in respect of sustainability issues by cluster analysis.

As we generally evaluate the findings, it would be correct to indicate that sustainability practices, which are conducted inadequately by Turkish SMEs, are caused by the pressure of large scale companies of which the SMEs are suppliers or subcontractors, or the obligation to comply with legal arrangements.

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"I" on the Web: Social Penetration Theory Revisited

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Abstract

This research project aims to highlight how Interpersonal Communication Management Information in Computer-Mediated-Communication has changed over the years, primarily as a result of the widespread adoption of digital practices associated with the Second Internet Age, otherwise called Web 2.0 whichbecame prevalent in the latter part of the 20th century and continues to evolve today. It presents the results of an empirical research project based on data collected longitudinally (spanning the period 2002-2012) from 458 personal semi-constructed in-depth interviews with Internet users from 24 countries. The findings reveal a significant shift in users' perceptions concerning the degree of "security" and "familiarity" of the Web between the pre- and the post- Web 2.0 eras. Additionally, the paper discusses the significant changes brought about with regard to two fundamental concepts in communication theory: the concept of the "audience", and the long-standing dichotomy between the 'private' and 'public' spheres of social life. Based on Social Penetration Theory the paper proposes an integrative model for comprehending the mechanisms of personal information management in interpersonal communication, applicable to both online (Computer-Mediated) and offline (Face-To-Face) contexts of communication.

Keywords: Computer-Mediated Interpersonal Communication, Private and Public Personal Information, Self-Disclosure, Social Penetration Theory

1. Introduction

Already distanced from the first era of cybercultural studies and its analytical emphasis on the issues of Identity and Community (Reid 1994; Rheingold 1994; Turkle, 1995; Slouka 1995; Argyle & Shields 1996; Bruckman, 1996; Stone 1996; Robins 1996; Seabrook 1997; Wynn & Katz 1997; Markham 1998; Wallace 1999; Silver, 2000; Barnes 2001), today we find ourselves in the Second Internet era - often referred to as Web 2.0. - characterized by the ubiquitousness of computing, the practices of produsage, and the dominance of Social Network Sites (SNSs) as the primary mode of mediated social interaction in the digital sphere. Although there is not a definite definition of Web 2.0.[1], this term is widely taken to signify the move towards a more interactive, collaborative, social and responsive web, related not only to a set of changes in technological standards, but more importantly, to a fundamental change in how we use the Internet and its social affordances. In the early days of the web, we used it as a tool. Today, we are not using the Internet merely as a tool - we are becoming a part of it. As a result of the widespread adoption of highly-interactive applications and platforms amongst internet users (Khang, H., Ki E-J., Ye L., 2012), our relationship with the Medium itself has undergone a major, albeit not always perceptible, change: not only are we increasing our usage of the Internet - from how much time we spend on it at home to how we are increasingly carrying around a version of it in our pocket - but we are changing the way we interact with it. The concepts of a culture of sharing, of ubiquity, hyperconnectivity, and hybridity are today extensively used to describe our mundane online interactions and our everyday encounters with the others who make up our digital personal networks.

The integration of computer-(or mobile)-mediated communication into our daily lives, has changed the symbolic power of technology, turning it into an environment within which almost all of our lifeworld activities transpire, a mediating force whose power is inescapable and holistic (Tapscott, 2009; Wells Brignal III, Van Valey, 2007, boyd, 2008). It could be said that the growth of Web 2.0. technologies has embedded into our daily lives what sociologist Manuel Castells had described as the culture of "real virtuality", "the enclosing of dominant cultural manifestations in an interactive, electronic hypertext,which becomes the common frame of reference for symbolic processing from all sources andall messages" (Castells, 2000:694). This thrusting evolution of electronically-mediated communication has impacted greatly on all facets

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[1] The term Web 2.0 was first coined as early as 1999 and was then used by Tim O'Reilly during the O'Reilly Media Web 2.0 conference of 2004 to describe websites that "allow users to interactand collaborate with each other in a social media dialogue as creators of user-generated content in a virtual community" (O'Reilly, 2005).

of our social and personal lives, including the nature of mediated interpersonal communication, which is the focus of this study.

While the greatest part of research output in the discipline of CMC seems to be focusing on the exploration of the mechanisms of communication in Social Media sites (Wang, et al., 2010; Zywica & Danowski, 2008) or towards the comparison between different SNSs in terms of their functional and structural features (Kuznekoff J.H., 2013; Shen, Brdiczka, Ruan, 2013), there is a marked absence of approaches that trace and revise how online interpersonal communication over the last decades, and more particularly between what could for analytical reasons be conceptualized as a divide between the pre-and the post-Web 2.0 era. This paper aims to cover this ground by presenting the major findings of a research project that was designed to trace how the attitudes, opinions and behaviours of Internet media users have changed along the transition from the Web 1.0 to the Web 2.0 period. Its dual objective is firstly, to unravel how the mechanics of online interpersonal communication have changed over the years, and secondly, to put forward a revisited model for the theoretical and empirical analysis of how personal information is negotiated and presented in interpersonal communication contexts. It is argued that this model, despite being based on findings from an online research project, is of a wider validity and could be applicable to both mediated and non-mediated contexts of interpersonal communication.

2. Background

2.1. Personal Homepages and Communities

The appropriation by individuals of the unique affordances provided by Internet-based tools and platforms for the construction of personal identity has been, since the early days of cyberculture, one of the most prolific areas of scholarly research. In the early 1990s, the Internet was touted as a new environment with unlimited potential for identity-management, "laboratory for identity" (Turkle, 1995), the implication being that computer users could play any social role they liked and transform themselves into fantasy selves, free of all physical and natural constraints (Wallace, 1999).

Sociologist's Erving Goffman's dramaturgical theory on self-presentation, impression-management and behavior in public places has been often used to throw light on online identity-construction processes, and continues to be today, in the Second Internet age, a highly influential and helpful interpretative framework for analyzing how identity is performed in digital settings. (Miller, 1995; Walker, 2000; Sherman, 2001; Miller & Arnold, 2001, (Ross, 2007; Chester & Bretherton, 2007; Utz, 2010; Pinch, 2010; Tan W.K, Teo H.H., 2011, Cunningham 2013). In the pre-Web 2.0 era, the presentation of the Self (in the sense of making public a personal narrative or description of the Self that answers to the question "who are you?"), was primarily expressed in Personal Homepages, which featured high on the research agenda of cybercultural researchers and digital media scholars (Döring, 2002; Dominick, 1999; Chandler, 1998; Chandler & Roberts-Young, 1998; Killoran, 2002; Cheung, 2000). In concert with the issue of identity, the topic of community equally captured the sociological imagination in the form of the then newly-emergent phenomenon of "virtual communities" popularized in the works of Howard Rheingold (1994), Smith & Kollock (1999), Van Dijk (1997), Preece (2000) and others, or related issues of "online collaborative action" (Donelan, Kear, Ramage, 2010) or the "politics of identity" expressed through "virtual ethnicities" and "digital diasporas" (Diamantaki, 2003; Burkhalter, 1999).

2.2. Self-Presentation as a node of an interpersonal communication network

Starting in the early '00s, the rapid diffusion of the highly interactive applications of Web 2.0 has provided users not only with the possibility of directly producing, sharing and exchanging multimedia content (textual, video, audio, etc) in a bottom-up way (Bruns, 2006; Ochoa & Duval, 2008, Lastowka, 2007; Van Dijk, 2009; Leung 2009) – thus allowing them to adopt the role of producers in addition to the role of consumers of media content – but has somehow forced them to take a more active role in how they present themselves to others and how they appropriate this self-presentation as a means to connect and form linkages with distant others (Lastowka, 2007; Van Dijk, 2009; Leung 2009). What can be observed as we trace the evolution from the first to the second Internet era, is the gradual shift of focus from digital self-presentation as an end in itself (manifest in the Personal Homepages or in the common interests-based virtual communities), to presentation as a node of an interpersonal communication network, reflecting how our online personal are expressed through social media profiles and interactions. Digital media scholars boyd & Ellison (2008) argue that SNSs are a type of organizational functional extension of virtual communities, citing Facebook as the prime example of a network that evolved from being a bounded, exclusive student network to a rapidly expanding network that spans the globe and encompasses an ever larger part of the demographic. However, by characterizing them as "ego-centered networks" – as opposed to the earlier thematically-organized virtual communities - they position them as an entirely new phenomenon (boyd & Elisson op.cit.;

boyd, 2006), reflecting a growing personalization, self-referentiality and perhaps even solipsism in how communication is enacted in contemporary digital networks. While SNSs do not seem to be easily compatible with the qualitative features associated with "communities" such as boundedness or the existence of a shared public space visible to all members (Rheingold, 1994; 2012; Parks, 2011), they however are no less important given their staggering popularity and their increasing pervasiveness in all dimensions of lived experience and social interaction (boyd & Elisson op.cit.). Furthermore, networks are heralded as being the mode of social organization that best fits the logic of contemporary society, as in Barry Wellman's (1988) observation that social life is after all made up of networks not closed groups.

The explosive diffusion of SNSs, their ego-centered structure and the new communicational landscape that is now evolving before our eyes, quickly captured scholarly attention oriented towards various different dimensions of digital interaction. Wang, Moon et al (2009), for example, draw attention to the role of visual cues in friendship-formation between Facebook users and highlight the importance of attractiveness of profile photos. Gilpin (2011) has studied the role of Twitter in professional identity and image-construction. Page (2013) compared the narrative structures of YouTube, Twitter and Wikipedia. Paavilainen, Hamari et. al. (2013) have studied the perceptions about social network games, Daraghmi & Yuan (2014) have confirmed the six degrees of separation theory in Facebook, while Jin (2013) has examined the correlation between loneliness and use of Facebook, finding that while lonely people describe Facebook as an optimal medium for enriching their social lives, they however are left rather unsatisfied from its actual use.

2.3. Self disclosure

In thinking how interpersonal communication unfolds online, the concept of Self-disclosure or as Jourard & Lasakow, (1958, p. 91) phrase it the "process of making the self known to others", has a central role and deserves particular attention. Variables that are examined in studies of self-disclosure are the degree, the breadth, and the quality of the information that is being shared, but probably more important is the process of self-disclosure itself and the subjective meanings attached to it. From the onset of every communicative relationship, the interactants initiate a process of exchanging personal information, whether that is information consciously and strategically given to others or information given-off unintentionally through our verbal or non-verbal behaviours (Goffman, 1959). In effect, the exchange of personal information regulates interaction itself and helps participants negotiate their relationship and interpersonal behaviours (Goffman, 1959). Although the archetypical process of self-disclosure concerns dyadic relations (Laurenceau, Barrett, & Pietromonaco, 1998; Rubin et. al., 1980), the concept can also apply to groups (Galegher, Sproull & Kiesler, 1998) or relations with and within organizations (Joinson et. al., 2007).

The process of self-disclosure inherently entails a dimension of risk-taking. Any "request to communicate" extended towards Others, is at the same time a kind of "exposure" (Panos, 2007) as well as an act of taking a risk, given that a failed attempt to communicate may be interpreted as rejection, scorn or even ridicule and castigation. This probably explains why self-disclosure levels are considerably higher amongst complete strangers (Rubin, 1975), since confiding in strangers rather than friends or acquaintances neutralize the impact of the negative consequences and the risks entailed in self-disclosure. This phenomenon is known in its typical, symbolic form as the "strangers in the train", or the "Strangers on the Internet" (Joinson et. al., 2007), phenomenon, implying the critical role that the factor of anonymity plays in this process.   With regards to self-disclosure, studies have showed that the Internet's anonymity[1] and reduced cues might stimulate online self-disclosure because there is no fear of being ridiculed or rejected (Derlega, Metts, & Petronio, 1993; Pennebaker, 1989).

2.4 FTF vs CMC Self-Disclosure and Social Penetration Theory

Maybe one of the most debatable research issues of the last two decades in the field of Interpersonal Communication has been whether the process of self-disclosure is more widely practiced in online than in offline contexts of communication. Several theories have been articulated around this question, the most emblematic of which is Walther's Hyperspersonal Model of Interpersonal Communication (1996). In their investigation into the phenomenon of online self-disclosure, Nguyen, Bin & Campbell (2012) are examining comparatively five of those major theories: (a) the social identity model of

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[1] Anonymity has been a key research area since the earlier stages of cyberstudies (Turkle, 1995; Barnes 2001; Bruckman 1996; Reid, 1996; Markham, 1998, McKenna & Bargh, 2000), approached as one of the novel features of CMC, holding both promises and perils for the authenticity of human interaction and self-presentation. The condition of anonymity was construed as having either a liberating effect, in providing individuals with previously unthought of possibilities for unrestrained self-expression (Kiesler, Siegel, & McGuire, 1984; Kiesler & Sproull, 1992; Baym, 1998), or a detrimental effect, leading to deindividuation, disinhibition, and even overt hostility due to the reduction in contextualization and social cues available in CMC (e.g. Postmes, Spears and Lea, 1998).

deindividuation (SIDE model), (b) the hyperpersonal CMC theory, (c) the reduced cues theory (RCT), (d) the social information processing theory (SIP theory), and (e) the media richness theory (MRT). The researchers reach the conclusion that in effect empirical findings do not seem to support the predominance of one single theory over the others, while at the same time what is manifest is that they overlap to a great extent. As they point out "as it stands, no one theory is correct. In fact, in their own way, each of the five CMC theories presented here are right" (Nguyen, Bin & Campbell, op. cit. p. 109). This is why they suggest seeking for an "overarching communication theory where communication, mediated or not, is the exchange of information. This theory would account for the role of technology in a way that enables it to be a unified theory of communication rather than theories proposed to explain interactions in either online or offline environment" (op. cit. p. 108).

A single "overarching communication theory" would be useful at least for overcoming the rather pointless analytical distinction between self-disclosure in FTF and self-disclosure in CMC,. So far, basic CMC theories concerning self-disclosure have been based on the traditional theories concerning FTF communication, the most pertinent of which is Social Penetration Theory. The Social Penetration Theory, a communication and psychology theory credited to psychologists Irwin Altman and Dalmas Taylor (1973), constitutes one of the key theoretical frameworks in the field of Intepersonal Communication and has been applied to contexts as varied as marital and family relations (Honeycutt M. & Godwin D., 1986), business ethics (Baack, Fogliasso & Harris, 2000) and management (Baack, 1991). Social Penetration Theory approaches relationship-formation as a dynamic process according to which relationships develop through stages from the most superficial and public to the more intimate and personal. As relationships develop, they penetrate deeper and deeper into private and personal matters, slowing penetrating the communicators' public persona to reach their core personality or sense of self. Persons allow other people to penetrate their public self when they disclose personal information, this making self-disclosure the "vehicle" for transitioning from one relational level to the other. Three basic assumptions entailed in Social Penetration Theory are worth noting:

Firstly, the evolution of a relationship through the different stages does not happen automatically, rather it is the result of individuals acting in a costs and rewards rationale. In other words, the decision to disclose is based on the preceived rewards the person will gain if he or she discloses information. If a person perceives that the cost of disclosing information is greater than the rewards for disclosing information then no information will be disclosed. The larger the reward - cost ratio the more disclosure takes place. It is also the case that more disclosure takes place at the outset of the relationship than at any other stage. Based on such an evaluation of potential costs and rewards, self-disclosure appears to have the characteristics of mutuality and symmetry (balance), while it also tends to increase as the relation evolves (Altman & Taylor, 1973). It is worth noting that this process of evaluation between costs and rewards while rational and calculative, is not always conscious one. Secondly, the process of self-disclosure is grounded not only in verbal and non-verbal communicative elements, but in every possible environmental factor that may impact on the evolution of the relationship (like time, space and other objective conditions of the environment). Furthermore, self-disclosure is a multidimensional concept that refers simultaneously to the cognitive, emotional and behavioral levels (McCarthy, 2009). Third, self-disclosure has an unmistakably voluntary character and is therefore clearly distinguishable from other related processes, such as self-description, which is more public than private (McCarthy, op.cit.), or confession, which entails an element of coercion or revelation as fundamentally non-voluntary processes (Pearce & Sharp, 1973).

What must be noted is that Altman and Taylor (1973) introduced Social Penetration Theory in relation to one-to-one and face-to-face contexts of communication. On a first look, this classical model does not seem to fit well with CMC and the one-to-many mode of communicating in SNSs (Nguyen, Bin & Campbell, 2012). However, on a second level, the online environment and CMC are in fact weaking such distinctions as different modes of interaction (one-to-one, one-to-many) are getting more difficult to distinguish and are happening simultaneously on SNSs. It is of no surprise then that many researchers of human interaction on SNSs have given self-disclosure a central position, thus accepting the position that the process of self-disclosure can be transferred to SNS contexts (McCarthy, 2009; Schouten, 2007; Vitak, 2012; Park, Jin & Jin, 2011; Nosko, Wood & Molema, 2010; Palmieri et. al., 2012). In any case, the Social Penetration theoretical framework seems to offer a solid background, not only for an empirical investigation of how Interpersonal Communication and self-disclosure manifest themselves online, but also, beyond this, a vantage point for formulating a new, integrated theoretical model of Interpersonal Communication which transcends the online-offline dichotomy, as Nguyen, Bin & Campbell have proposed (2012).

3. Research Study

3.1. Research Outline and Purpose

The research project, the findings of which are presented in this paper, was a longitudinal cyberethnography that "followed" the evolution of self-presentation and technology-led social interaction over a ten-year period (2002-2012). The initial research project covered the period from 2002 to 2005 and its aim was to to explore the processes of online self-presentation and personal identity-construction through Personal Homepages. During the final stages of this first research period in 2005, the research hypotheses and protocol had to be slightly modified and readjusted to be compatible with the Web 2.0 landscape which was emerging at the time and the newer prevalent trends of social networking, produsage, and the observed shifts in the traditional rules governing social conduct along the public-private divide. The second research period covered the years from 2005 to 2012 and focused on exploring how identity is performed and negotiated primarily on the most popular SNSs (MySpace, Facebook) where Internet-based online interpersonal interaction was predominantly taking place.

The overall aim of this extended research study was to carry out a comparative investigation of how the attitudes, perceptions and behaviors of CMC users have changed from the pre- to the post-Web 2.0 era. The research process was completed in 2012 having "followed" the introduction, growth and increasing predominance of social media and social networking platforms as the main mode of human interaction online. Research findings from the early period (2002-2005) were used as primary material based on the hypotheses of the overall research project, without taking into consideration their analysis as regards the research questions of the initial project. Findings from the the two different research periods (2002-2005 and 2005-2012) were combined and co-examined during the stage of data analysis for the purpose of comparative analysis and triangulation.

3.2. Research hypotheses

Undoubtedly, in the current cultural condition in which SNSs are the dominant environment for CMC, certain themes and questions that were central during the pre-Web 2.0 period have either changed or lost their significance. One notable change is the shift from anonymity to nonymity in how Internet users interact online. The previously disembodied communication that characterized the first interpersonal forms of online communication (whether in chat, forums, or multi-dungeon games) has now been superseded as we have moved into an era of nonymity (the opposite of anonymity) and "real names" policies adopted by major internet players, such as Facebook, LinkedIn or Google. While traditional anonymous online settings enabled people to leave behind their job, gender, marriage, age, and so on, the norm in most internet-based environments of sociability today is that of participating with your real, offline identity and making that identify immediately visible to others. In other words, the online identity should outwardly map correctly on to body, gender, location and so on, precisely because it is anchored in relationships that exist in the physical world and thus maintain a variety of socialties. In the nonymous setting of Facebook people are enticed to take all that information that relates to their offline identities and offline connections with them, or as Time Magazine (2010) phrased it: "Facebook makes cyberspace more like the real world: dull but civilized. The masked-ball period of the Internet is ending". This is not to say that in the pre-Web 2.0 period the need for "real identities" and authenticity was non-existent. Personal Homepages were after all an attempt and a means to create spaces where real people's individual identities could be expressed and gain credibility in the eyes of others (Dominick., 1999; Panos, 2007).

Taking such shifts into consideration, the overall research question underlining this project is how the functional logic, creative affordances and narrative structures of Web 2.0 have impacted on users' overall perceptions towards CMC and the Social Web in general. More precisely, three research hypotheses can be formulated:

R. H.1. Internet users' perceptions concerning CMC have considerably changed over the last years, principally as a result of the different affordances (creative, expressive, narrative and technical) provided by Web 2.0 standards and SNSs.

R.H.2. There has been a significant shift in how CMC users perceive of their role both as content-producers and as communicators with other users between the pre- and post-Web 2.0 era.

R.H.3. There has been a fundamental change in how users negotiate the public-private divide in relation to personal information management in CMC.

The three research hypotheses are based on the fundamental assumption that the complete mediation of our lifeworld by digital technologies is not so much a technological, but a social development with ramifications that impact on multiple facets of our personal and public lives (Katz & Rice, 2002; Castells, 2001). The advent of Web 2.0 applications and their rapid adoption by an increasingly large and varied part of the global demographic have ushered in the era of the Social Web and have turned the network of networks, that is the Internet, into a persistent structure of our social lives, especially for the generation of the millenials or the so-called "digital natives" - a term that has been used to describe people born

during or after the 2000s who have grown up with digital technologies and are therefore highly familiar and comfortable using them in their daily activities (Prensky, 2001; boyd, 2014). Under these conditions, our perceptions of what the Internet is and what Internet users can do has changed considerably.

In their everyday interactions in social networks and platforms of online information-sharing and community, individuals enact many of the archetypical rituals of interpersonal communication, as they are described in for example Erving Goffman's microsociology, arguably the most thorough and insightful theoretical framework for understanding the fundamentals of interpersonal communication. In the goffmanesque universe, the presentation, performance and management of the Self is a key pillar of interpersonal communication, no matter what the communication context is. Also, despite the fact that self-presentation and self-disclosure are distinct terms in reality they coalesce to a large degree, both being part of the ''process of making the self known to others'' (Jourard & Lasakow, 1958, p. 91). The voluntary process of self-disclosure can be encapsulated in the answers provided to the following critical questions: "Who are you?" and "How do others see me?" (Hall & Pennington, 2013) or "Who am I?" and "What matters to me?" (Livingstone, 2008). These processes underline the web of interpersonal associations that are formed online and much of the construction work concerning our digital identities.

Evidently, the issues concerning self-presentation, and more specific questions like whether self-disclosure concerns one-to-one or one-to-many relationality (Nguyen, Bin & Campbell, 2012, p. 104), are directly related to the traditional notions of the Private and the Public and how the boundaries between them are being redefined in mediated communication (West., Lewis & Currie, 2009; Lange, 2007; Panos, 2007 p.32). Web 2.0 marks a fundamental change in how we conceptualize and negotiate the Private and the Public divide, a divide that has traditionally regulated how our social lives are organized but is today increasingly loosing its relevance and significance.

3.2. Research methodology

In order to explore and answer the above-mentioned questions, a longitudinal, cyberethnographic qualitative research study was implemented, based on semi-constructed in depth personal interviews with Internet users, conducted online, in both synchronous and asynchronous mode. Document analysis, systematic observation and diaries were used as additional data collection methods. Obviously, the objective of exploring and recording the mechanism through which SNS users "declare" their presence online, circulate self-related information and initiate an interaction with others requires an in-depth and long-term perspective, rather than a momentary depiction of the moment (Lindlof, 1995, Marshall & Rossman, 1999). The complex web of interactions between internet users and their social environment, and most importantly the emic perspective, that is the views of the people involved in the research and their perceptions, meanings and interpretations, can be more fully captured through an approach that is sensitive to subjective meanings and contextualized realities. For this project, the choice of the qualitative form of social inquiry, and ethnography as a key qualitative methodology within the interpretivist paradigm, was evaluated as the most appropriate for the discovery of central themes and for learning from participants in a setting or a process the way they experience it, the meaning they put on it, and how they interpret what they experience. A grounded, ethnographic methodology allows for discovery and does justice to the perceptions and the complexity of the individuals' emic interpretations. Within this approach, richer and more sophisticated data can be collected through the use of online semi-constructed in-depth personal interviews (Baker, 1994; Walsh, 2004; Byrne, 2004).

During the first period of the research project (2002-2005), the sample of participants included Personal Homepage Owners. Such individuals were chosen randomly, after being identified as registered users in four specific Personal Home Page Directories (DMOZ, Soul of the Web, Yahoo, Google). A pilot research conducted prior to the main research with a limited number of users allowed for selection of participants according to three criteria:. a) Overall content of the Home Page can be qualified as "personal" (individual project and not family or group/team Home Page), b) Home Page should contain a "narrative" of the Self (at any kind or form) and c) Its main content language should be English, French, Spanish or Greek. In order to meet the above criteria, four types of Personal Homepages were excluded: a) Personal Homepages that revolved around specific themes hobbies, b) Fan Personal Homepages, c) Commercial Personal Homepages and d) Underage Personal Homepages (according to self-reported age by homepage owners themselves).

During the second period of research (2006-2012), participants were again contacted through personal invitation either on their personal blogs, or their SNS (MySpace and Facebook) profiles. The invitees were informed about the research procedure and were asked to provide their consent in order to partifcipate through the various stages of the research project. In both research periods and in order to facilitate the process of finding potential participants, a special website was created with the tile "I on the Web", which included full details concerning the research project, its objectives and its procedures. On the website there was also an electronic consent form which potential participants could complete and

directly send to the researcher. The particular form of communication proved to be very useful especially during the first research period, albeit less so in the second period when SNSs allowed for direct communication and a higher level of one-to-one interactivity. English was the main language for the implementation of personal interviews. A number of interviews were carried out in Greek (72), in French (3) and in Spanish (7).

Concearning the data collection, 187 of the interviews were conducted asynchronously, through e-mail exchanges. On average, the full cycle of each asynchronous interview was completed through 10 email message exchanges from both sides. Remaining 298 interviews were conducted synchronously, real-time chat programs were used, primarily ICQ, MSN and a small number of IRC channels during the first period and Google Talk and Facebook Chat during the second research period. In both research periods, the research interview guide remained the same, following the same themes and questions with only slight modifications adjusted to changes in the general CMC environment from the pre-Web 2.0 to post-Web 2.0 era (for example codes for SNS usage, profile photo selection, and friending practices were added in the second research period).

Interviews were transcribed and consequently analyzed by using the technique of Discourse Analysis. Analytic categories were developed through identifying themes and features that recurred in the transcripts, moving from open coding to axial coding and then to selective coding through concept-mapping and abstraction (Kinchin, Streatfield, Hay, 2010; Wheeldon & Faubert, 2009; Jackson & Trochim, 2002). After the concept-mapping was completed, seven (7) major thematic codes emerged and formed the backbone of the subsequent analysis. A random selection of 15% of the total research interviews (actual number = 69), was examined by a second researcher, which resulted in the acceptance of five (5) out of the seven (7) common thematic codes (agreement rate: 71, 4%).

3.3. Research Data and Analysis

During the total duration of the research study, 2754 invitations were sent to potential research participants. There were 1922 refusals or non-answers to the initial invitation. 832 individuals contacted the researcher asking for additional information, clarifications or explanations. 485 interviews were evaluated as valid for data collection (including those who advanced up to a point but were discontinued for various reasons, a problem that emerged entirely during the first research period). A total of 316 interviews were fully completed in both research periods. The response rate calculated based on the number of extended invitations in correlation with the fully-completed valid interviews was 16, 6%.

Out of the total 458 interviews, 147 were conducted during the first research period (2002-2005) and 311 were conducted during the second period (2006-2012). Constant communication throughout both periods was maintained with a small number of participants (12). Of the total participants 289 were male and 169 were female. It is worth noting that while males were more or less equally distributed between the two research periods, female participants were unevenly distributed with the majority of them taking part in the second research period. Mean age of research participants was 28.8 (according to self-reported age).

The data that was gathered through document analysis and systematic observation were analyzed and triangulated with data drawn from the individual interviews (Baym N, 2010). All social clues about the participants were taken through self-report by participants themselves. According to their personal statements, participants were located in 24 countries (Greece 58; Cyprus 14; USA 96; UK 76; Canada 34; Belgium 5; France 4; Germany 14; Sweden 9; Thailand 2; Singapore 1; Australia 29; Russia 16; Romania 1; Egypt 7; Turkey 9; Portugal 5; Zimbabwe 1; India 23; Brazil 7; Italy 10; Japan 18; Spain 8; Finland 7), while 4 participants of the first period (Home Page Owners) refused to reveal their country of origin or location (and their web presence did not include clear cues linking to any one particular country).

As regards the methodological design, it is also worth noting that the data that emanated from asynchronous interviews was much thicker and richer than the data that was drawn from the asynchronous ones, a finding that corroborates the already empirically-grounded view that the asynchronous mode provides users with the more time, flexibility and comfort resulting in more carefully-crafted and sophisticated responses and messages (Meho, 2005; Kazmer & Xie, 2008). The asynchronous mode also removes much of the pressure of direct feedback expected in real-time conversation and is thus more favorable to the emergence of a trusting relationship between interviewer and interviewee (Mann & Stewart, 2000). The largest number of non-responses or rejections in both research periods (62%, total number=1191) came from individuals who appeared to have a female identity in their Personal Homepages and their SNS profiles.

3.3.1. Emerged Thematic Codes

The seven (7) key coded Themes that emerged from the data analysis process were the following:

3.3.1.1 Motives and expectations

The first Theme concerns the primary motives behind a user's decision to create a personal presence on the Web and the expectations associated with this decision. As far as the first research period is concerned, two observations can be made: first, being a Personal Homepage Owner is considered to be a "personal achievement" due to the "courage", initiative, willingness and effort entailed in setting up and maintaining a personal website. Second, in the first, pre-Web 2.0 era and in relation to Personal Homepages in particular, expectations of human interaction and interpersonal communication with Others were rather low. Research findings also indicate that during the same first period (pro-Web 2.0) specific elements of FTF Interpersonal Communication culture were replicated and reproduced online. Web presence in the Personal Homepage format experienced as a "bounded personal space", in goffmanesque terms a back-stage region or a "territory of the Self" (Goffman, 1971), a preserve that needs to be controlled by the social individual. Concomitantly, it was found that users had a heightened awareness of the issues of personal data and privacy, which were frequently considered as treasures to be vehemently protected from the intrusion of outsiders. Suspicion, mistrust and fear of "intrusion" were frequently-reported emotions, while the Web was often signified as 'an unsafe place' where one should always be on the alert - paradoxically all this while a personal web presence had already been created with the explicit or implicit aim of communicating oneself to the outside world.

On the contrary, data drawn from the second research period (post-Web 2.0) reveal an almost staggering shift from the previously pervasive feelings of unsafety and risk towards equally pervasive and entrenched feelings of nativeness, familiarity and safeness in the online world.. The role that SNSs have played in this perceptual shift cannot be underestimated. Establishing a personal presence on SNSs is no longer considered to be a personal achievement, but a normed and mainstream way of confirming your social existence, your professional and personal identity and your belonging in a nexus of interpersonal relations with others. Today, maintaining a web presence, primarily in the form of social media profiles, is a mundane activity of the contemporary quotidian, a commonplace and ordinary creation, and one that is more "extrovert" than "introvert" given that it emerges as self-presentation addressing a more defined and visible audience, a presence to be continually shared, tagged, updated, linked and paralleled with the stories and personal declarations of the others who make up one's network. Therefore, largely due to the structurally different logic of SNSs, both the motives behind creating a web presence and the expectations attached to it differ considerably between the pre- and the post-Web 2.0 periods.

P.17 (2003): "No, I wouldn't say that I feel absolutely secure and comfortable when I'm online…I'm always watching my back for dangers"

P. 442 (2010): "Of course I feel safety on the Net, why shouldn't I? We are all doing more or less the same things in there. To be true, I feel safer there than walking on my neighborhood …"

3.3.1.2 Personal Narratives

The second Theme that emerged from data analysis has to do with personal narratives and how they are being negotiated and constructed online. It is evident from the comparative examination of the technical features of the Personal Homepages of the pre-Web 2.0 era that in order to have a personal web presence the user should spend some considerable time acquiring and practicing new media literacy and development skills. In relation to the previous element of personal achievement, Personal Homepages involved a process of creative construction on the part of their owners.

However, even after the advent of Web 2.0. applications and SNSs, certain SNSs – MySpace being the most characteristic – allowed a different creative intervention of the profile page owner. In any case, the creation of a profile in a SNS is a process that is accessible to the average user and one that does not require sophisticated or specialized technical knowledge. Basic Web 2.0 applications changed dramatically the nature of the Internet itself, transforming it from a medium "for the few" into a mass medium "for anyone", whatever the positive or negative consequences of this development. This is the idea behind the discourse about a more "responsive" and "adapted" or "personalized" Web that is characteristic of the Second Internet age. The Web 2.0 ideas of produsage, collaborative creation and social networkinga, in a nutshell the ideas of bringing the power of people into the Internet wouldn't be possible without an appropriate technology to support it. For the collective knowledge of people to be harnessed, and for social networking to be adopted, software platforms must be easy enough to use by the average, non tech-savvy user.

P.432 (2009): "In the early '00s it wasn't a game at all. You should spend a lot of time 'till you succeeded in having your own page. If you didn't know how to do it, you had to learn it"

P.450 (2011): "Everybody is on social media today – and I really mean it …everybody: from tech-trolls to my grandmother. Literally"

3.3.1.3 Selection of self-centered elements

The third Theme concerns how the individual user selects, manages and presents the constitutive elements of the Web personal presence. To start with, it must be noted that any form of web presence requires at least a minimum of constitutive elements that need to be put together by the acting individual so that a more or less consistent and attractive identity is constructed and projected in the public space. In the pre-Web 2.0 era much more was required by the user, and the resulting personal homepages were much more idiosynchatic and individualized, from a content and aesthetics perspective, compared to let's say current Facebook or LinkedIn profiles. However, even in the most strictly structured and uniform SNSs or blogs (based or default, pre-defined read-and-write platforms) there is still ample room for curating the Self and for the creative appropriation (and remix) of communicative and technical elements that will make up one's profile, including the fully-integrated multimedia possibilities (text, image, video, etc) of current social media platforms.

What can also be observed is a significant shift in the rationale behind the selection of what elements to integrate in one's profile. From the carefully-selected and often meticulously-constructed web presence of Personal Homepages, we have moved to a situation where web presence has become a permanently and easily available affordance, a taken-for-granted practice of practically every digital media user, and one that is seamlessly integrated into our daily, always-on, perpetually connected and increasingly mobile lives. Social media practices have literally woven the Internet into our everyday lifeworld milieu, forever merging the previously distinct realms of the online and the offline, or the mediated and the non-mediated. This observation is corroborated by the data drawn comparatively from the first period data which revealed a feeling of distanciation from web presence and a hybrid understanding of our everyday information-and-communication practices as online-and-offline at the same time.

P.3 (2002): "Of course I'm not going to put out there the worst of me and I don't really spend much time on it. It is just something I like to do some from time to time during my week – my home page is not my entire life"

P.455 (2011): "I can't imagine not even a single day without checking my FB or Twitt account. It's on my everyday things-to-do list"

3.3.1.4 Audience

Drawing from Goffman's (1959) dramaturgical perspective of interpersonal communication and taking a web presence to be a "request to communicate", the fourth Theme refers to the real or imagined, visible or invisible audience to which self-presentation is addressed. In other words, who are the Others to which this call to communicate is extended and how do individual profile owners perceive of this audience and it receives his or her personal statements?

The majority of the Personal Homepage owners were not found to have a very clear knowledge of those who were likely to come across their websites and show interest in their personal stories, neither were they in a position to attribute particular demographic, lifestyle, technical or psychographic characteristics to their possible "audiences". Instead, their online self-presentation and the content that they selected and uploaded on their personal site – as well as their request to communicate – seemed to address an unkown "general" audience that had the unspecified characteristics of "the whole Internet population" or at best "those who would share the same interests as me".

On the contrary, SNS profile owners strategically select the members of their networks and are thus more in control of their potential audience, an audience that is no longer invisible and unspecified but nonymous and to a large extent overlapping with and anchored in their offline networks. In fact, the phenomenon of "context collapse" that cyber-anthropologist Michael Wesch (2007) identified as characteristic of interaction in social media platforms, (denoting the phenomena in which new media enables connection with any number of people in different parts of the world at the same time, means that there is no particular context to such interaction unlike everyday interaction and that at any given point we upload information without knowing who will watch it, when, and why) seems to apply more to the pre-Web 2.0 era of Homepages or current blogging and vlogging, rather than the SNSs like Facebook, LinkedIn or Twitter which are made up of "friends" and "connections" established initially in the offline world. Those friends and friends of friends, colleagues and acquaintances differ from the largely "imagined" audience of the pre-Web 1.0 Personal Homepages, in that they are more likely to respond

to the extended call to communicate, by answering our Facebook mail, commenting on our status update post, or like our more recently uploaded picture. As Burgess and Green point out (Burgess and Green, 2009:54) in their discussion of YouTube blogging, interactive, participatory, but also intimate relationships are built on the fact that "persistent direct address to the viewer inherently invites feedback".

P. 21 (2003): "It is interesting but scary at the same time not knowing who's going to see your homepage. It's out there, 'open' for anyone, anytime"

P. 458 (2012): "Oh yes, I definitely want to manage who's having access to my FB page and who's not. I don't want to connect with anybody but only to the people I want to. I can arrange that, through settings"

3.3.1.5 Interaction

The fifth Theme relates to how the communication linkages are established between each profile owner and his or her perceived or actual audience and it centers on issues of modes of address, actual perceptions and the complex web of interactions in the Social Web. The difference between the levels of interaction between the first and second research period are notable. The predominantly text messages that were previously sent directly to Personal Homepage owners by an interested member of the audience who happened to come across the person's homepage are today being replaced by the intricate and multidirectional interactions that flow across the nodes and clusters of contemporary global networks. At the same time, maintaining one's personal network in an SNS (through regular digital practices of liking, tagging, updating, posting, commenting, sharing, etc) is often experienced as a "social obligation" rather than an optional pastime, while feelings of "pressure", "saturation" and "overload" have often been reported by many users who describe themselves as "avid or heavy social media users".

P. 5, (2002): "I like it when a visitor leaves a message on my personal home page. If I don't know them and provided they give me their email address I will always write back to them. I will do that whenever I "am" on my homepage, which is not everyday of course"

P. 440, (2010): "I check my profile every day and in fact, many times throughout the day. I like to know if someone contacted me or made a comment that I have to respond to. I also don't want to miss on something interesting or important that has been shared on my page. This is how Facebook is …you have to be there a lot to maintain your contacts and relationships….Yes, it is one of the first things I do after I wake and on my way to work…and one of the last things I do before I go to bed… "

3.3.1.6 Negotiating the boundary between the "Private" and the "Public"

The sixth Theme is of critical importance to how we understand Interpersonal Communication in the Web 2.0. It relates to how the "private-public" divide is being reconfigured along the invisible borders of digital connectivity, and how this reconfiguration is involved in the processes of self-presentation and online social interaction. A theme that recurrently came up in the interviews with Perosnal Homepage owners was the experience of feelings of apprehension, skepticism, unwillingness, and even anxiety, towards the prospect of having their personal photos uploaded online in order to give a face to the website and the its textual content. Unquestionably, personal photos are one of the most powerful identifiers in the digital realm as they are in the offline world, as well. Online, linking a website, a comment, a profile, a blog, or any kind of user-generated content to a particular personal image photo functions as physical evidence, fixing the subject in the tangible world and evoking a verification of the imminent and concrete individual that is physically absent from CMC. Personal photos are important online in that they impart a "sense of presence", by testifying to the real being of the individual that they portray. Self-created, carefully chosen and edited images act as a indisputable stand-in for the creator's physical Self in an environment where all information is digitally represented and intangible.

Analysis of interview data demonstrate that the majority of the participants of the first research period perceived of the prospect of linking their online personal with a personal photo as a "dilemma", a choice of risk as well as a potential threat to their treasured privacy. In short, it was viewed as some kind of "exposure" of sensitive personal data in what was experienced as an intriguing yet largely threatening new digital universe. In the Web 2.0 era of nonymity and the breakdown of traditional notions of the private and the public (as well as of the online-offline divide) this "fear of being exposed" appears to have been greatly mitigated. According to data from September 2013 (Whitepaper 2013) 350 million pictures are being uploaded on Facebook on a daily basis (out of a total of 250 billion pictures or an average of 217 pictures per Facebook

user). What was formerly private and personal has now entered the domain of the public, irreversibly annihilating the previously straightforward distinction between the public and the private.

P. 23, (2003): "I decided not to have a photo of mine on my home page. I don't feel that secure – in fact I feel like I'm being naked in the public. What should count is what I say, not what I look like".

P. 456, (2012): "Why not? Everyone's doing it. I don't think about it that much – if I've got a good or a funny picture of me or my friends I upload it immediately. Why shouldn't I?"

3.3.1.7 Adgustment

The seventh Theme Code concerns the strategic and tactical mechanisms of adjusting one's personal webpresence, depending on encountered conditions. The fact that web presence is no longer to be viewed as a static self-presentation but as a perpetually changing central hub for one's web of transitive connections, has created the need for updating the interpretative frameworks we use to decipher self-presentation online use.

P. 27, (2004): "The Internet is a wonderful thing. For people like me it's like a 'shelter' from reality. But that doesn't mean there are no rules. It is just that you have to learn them".

P. 453, (2011): "I'm old enough to remember the world prior to the Web and the words without cellphones. Although at times I find it difficult to recall what is was or felt like …"

4. Discussion

4.1. Fundamental changes

The advent of Web 2.0. and the increasing pervasiveness of digital connectivity has had wide-ranging and profound consequences on how we understand and enact our personal identities in settings of interpersonal and public communication.

Research Hypotheses 1 & 2 appears to be verified by the analysis of gathered qualitative data. The widespread adoption and technological advancement of digital technologies in the recent years have not only placed the user into the epicenter of information-sharing and communication, but have also transformed the nature of the Medium itself, making the Internet (now accessible anywhere-anytime thanks to Internet-enabled mobile devices) continuous with daily life itself; no longer a gadget for the few, but a multimediator of every single of our daily activities, an integrated environment that crosses the boundaries between the private and the public, the online and the offline, the virtual and the real, and engulfs us all in the daily rituals of digital connectivity. Connecting with the Internet, and establishing a digital online persona is no longer an exotic hobby, or the exception, but a global norm and a routine habit, making the Internet a highly embedded, even invisible, part of our immediate lifeworld environment (DiNucci, 1999; Deuze, 2012).

"Owning" a personal space during first research period was still considered to be a privilege for the few (those members of the technological elite, who were privileged and passionate enough to develop the required digital skills). This is not the case anymore. The introduction of applications that allow the average user to become "producer and content manager" at the same time, has transformed the Web into a space of "open sociability" and effortless hyperconnectivity. In this new field of "open sociability" the features of Interpersonal Communication are different from the pre- Web 2.0 era. As can be drawn from the research material, Facebook largely owes its success to the fact that it "responds" to three key needs of its users: 1) The need to have a "public" space in which individuals can "declare" their presence and gain visibility 2) The need to be able to "connect" our presence to others and create an "intimate environment" and 3) The need to do all the above in more or less the same way, under the same conditions, in a socially and technologically equalizing manner regardless of our levels of technological knowledge or expertise. In fact, self-presentation and the confirmation of one's personality in the eyes of a circle of friends, relative and acquaintances, is what Facebook is quintessentially about. This audience is no longer the faceless, impersonal, generalized and unknown audience of the Personal Homepages of the pre-Web 2.0 era, but a more or less known and identifiable network of our offline contacts, a variety of interconnected audiences selected and defined by the individual and developing around around the individual – hence their description as ego-centered networks of connections one usually knows from the offline world, and to which one is connected with varying degrees of intimacy, and with ties that usually range from the strongest to the weakest. Social Networks in which we maintain an online presence no longer "feel' like an "unknown or unexplored territory". They feel more intimate, and more sociable, populated by an expanding number of "Friends" - a rather loose, even abusive contemporary use of the term - who are everyday

performing more or less the same rituals as we do: posting and updating, linking and tagging, sharing and commenting on each others input into the system[1].

Being surrounded by people we consider as "friends" also seems to minimize the feelings of embarrassment. As we know from Goffman's theory (1959), in every incident of "Self Presentation" our main goal is to avoid embarrassment (to "keep face") and that means we have to feel "safe" when we decide to "expose" ourselves to Others. It makes sense that the danger of embarrassment is greater when the Other is a "Stranger" – but when the Other is a "Friend" this danger is minimized. A sense of intimacy is almost automatically created. It could be said that Facebook and Social Media have almost eliminated our previous "fear of exposure". Our presence on SNSs offers a new medium and platform for the visibility of the Self.

According to the "Stranger on the Train/Internet" phenomenon, this should not be expected to happen. So based on the research findings in relation to Research Hypothesis 3 and the "private"-"public" negotiation, it is not clear if it can be confirmed or rejected. The "Stranger on the Train/Internet" phenomenon, leads us to expect that increased levels of intimacy and the more or less "familiar" audience of SNSs, would reduce the intensity of self-disclosure. However, ourfindings demonstrate the opposite - an increase of self-disclosure and a decrease in the sensation of "unsafety" characterized the total communication environment of SNSs. One possible hypothesis related to this inconsistency, is that levels of self-disclosure increase when there is a perception of "reduced risk" and "increased security". It may be that this perception is derived either from the complete lack of previous information (you do not know the stranger, nor does she/he know you - "Stranger on the Train/Internet"), or excessive knowledge of previous information (it's ok to upload hundreds of personal photos because they all do the same in here – SNSs environment). In any case, in order to have a more clear understanding of this paradox a more focused research is needed.

It is also true that the amount or "personal information" which circulates on Facebook on a daily basis can lead to the phenomenon of "information overload", as well as to increased levels of stress emanating from the amount of information that has to be digested and replied to (Koroleva, Krasnova, Günther, 2010; Kietzmann et. al. 2012). It is not certain that we have either the willingness or the ability to process such vast amounts of personal information online, whether that is directly or indirectly linked to the lives of others.

The main features of Computer-Mediated-Communication (CMC) have fundamentally changed: users today more or less "trust" the environment and feel less suspicious moving through it and sharing personal information with others. Eponymity or Nonymity, rather than Anonymity, is today the norm in our online interactions. Rather than wanting to hide their personal identity by adopting a fake one, SNSs are used as spaces for confirming, enhancing and expanding one's personal identity through linkages with people and information. This largely accounts for the increased sense of "safety" and "security" experienced by subjects who participated in the second research period. Moreover, the advent of Web 2.0 and the different roles that those "people formerly known as the audience" seem to adopt (real content producers and managers) seems to impart in internet users a sense of personal empowerment and increased control over their digital practices, as well as their self-presentations and personal profiles. We now have the ability to "choose" or "construct" our audience based on personally defined criteria but also as a response to our offline connections' call to communicate (think of the "add me as a friend" Facebook messages).

SNSs have drastically transformed our understanding and attitudes towards what counts as "private" and "public" in communication. Being on our own personal, familiar and secure spaces (like our room, our office or our home) we tend to believe that this familiarity and security is "transferred" onto our own presence in Social Media, without understanding that our online presence on SNSs is not exactly evolving in a "secure private" space but rather in a "public space" with some specific "private capacities " (which often seem to be threatened by the policies of big internet companies, and the growing commercialization that underlines most of our digital practices).

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[1] It's true that some terms have lost their previous significance or their "true essence" comparing to offline communication. One of those is the term "Friend", which on Facebook environment can be "just someone who knows, someone I know, etc". The concept of the term "Friend" on Facebook, is more trivial comparing to real life (e.g. a Facebook user has 500 "Friends" on hers/his Profile, but in real life her/his close "social circle" includes no more than 5-10 persons). The well-known "Dunbar's Number" should mentioned too in this conversation. According to British anthropologist and evolutionary psychologist Robin Dunbar (1992, 1998) there's a cognitive limit to the number of people one can relate in a stable way. Dunbar suggests that we can (socialy) "groom" and sustain no more than 150 relationships. Unsurprisingly Dunbar's theory testing in SNS's environment is a tempting research subject (Gonçalves, Perra & Vespignani, 2011) although Dunbar himself in his most recent works seems to have moved slightly towards a social penetration theory-like concept but still suggesting more or less the same number (Sutcliffe, Dunbar, Binder & Arrow, 2012).

Another important finding is that although we have reached the upper threshold in "exposing" ourselves in hyperbolic incessant communication, exposure in Interpersonal Communication remains an issue that needs to be tackled, managed and resolved by the acting individual. Communicating and exposing Ourselves in Social Media under a variety of different forms (and in increasingly visual and realistic ways) can guide us to contemplate on the mechanisms by which individuals "regulate" the public exposure of their personal information in blended interpersonal contexts. Much of what has been said so far points to how personal information management has changed over the years. It is this to which we will turn now.

4.2. An overarching interpersonal communication model based on Social Penetration Theory

The main idea on which the proposed overarching model of interpersonal communication is based is drawn from the Social Penetration Theory first articulated by Altman & Taylor in 1973, which has been modified and updated, to be more compatible with the contemporary environment of online human interaction. The key difference to the approach of Social Penetration Theory is that while SPT aims to explore the progress and evolution of a "relationship" by focusing primarily on the emotions experienced during the relationship process, the herein proposed model focuses exclusively on the communicative, transactive aspect of Interpersonal Interaction and in particular on the ways in which personal information is being negotiated and managed, regardless of the emotions experienced at the time. Thus, while Social Penetration Theory is a theory pertaining to the field of Social Psychology, the proposed model lies mainly in the field of Communication Interaction Theory.

According to Symbolic Interaction Theory (as expressed primarily in the classic works of the School of Chicago theorists) one of the most central and fundamental issues in (offline) interpersonal encounters is the emergence of a "definition of the situation" (Goffman, 1959), a commonly-shared agreement of "what is happening here", probably the first act of collective creation by the participants to this encounter. This aim is largely achieved through firstly, the ability to protect the privacy of Personal Information, and, secondly, through the ability to arrive at any given time (consciously or unconsciously) at a personal set of "rules" for regulating the "degree of personal exposure" during a communicative encounter. Figure 1 depicts this mechanism of "exposure adjustment" in settings of interpersonal communication.
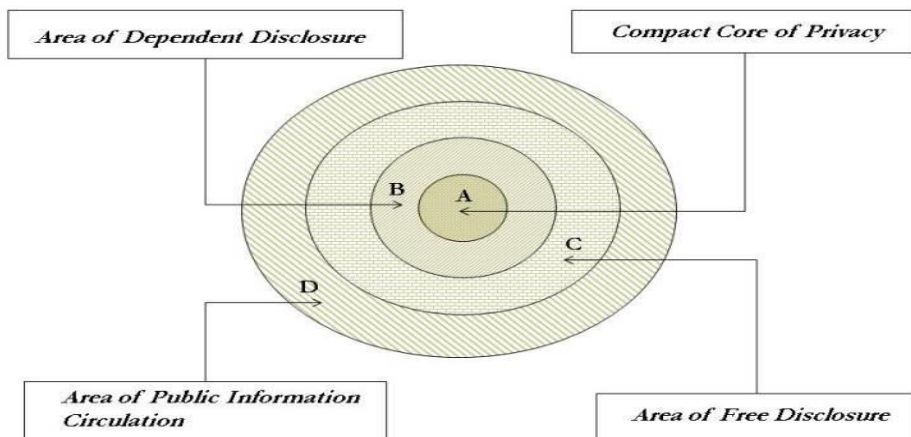
Figure 1. Allocation of the areas of Personal Information

4.2.1. Compact Core of Privacy

This inner circle constitutes the "core" of information that is considered to be private and personal. It is the place inhabited by all the "critical" personal information elements (according to our own personal assessment), our very personal existential territory, or our own private and carefully-protected "treasure box". This information may not only relate to information about the Self; it may also include information about the others as well, and all that needs to be shielded, protected, hidden,

remain unpublished and invisible from exposure in the public domain. The information residing in this highly private area is viewed by individuals as "secret" or "strictly confidential", and its exposure is often avoided out of the fear of embarrassment, guilt, discomfort, ridicule or criticism from others.

4.2.2. Area of Dependent Disclosure

The second circle, named "area of dependent disclosure", corresponds to this area of information about the Self which is considered to be "private" and/or "classified", yet qualifies for publication and can be disclosed without negatively perceived consequences. Information residing in this area can be of two types: firstly, information that is contained in narratives about the Others - the disclosure of which ethnically requires permission from those Others - and secondly, information directly related to the individual, associated with a host of subjective meanings and a potentially wide range of positive or negative emotions. This area hosts "personal information" which usually the individual shares with other persons with whom has a high degree of intimacy.

4.2.3. Area of Free Disclosure

Information residing in this third region is considered by the individual to be "safe for disclosure". It is information about the Self that the individual is eager to disclose even to complete Strangers, in order to derive expected benefits. This is the kind of self-centered information that circulates in abundance in social media networks, where in Manovich's words users people "pour as much of their lives as possible" (Manovich, 2009:325) by uploading thousands of their personal photographs and videos and stories and thoughts to share with hundreds of Facebook friends, and revealing intimate details of their daily lives to an expanding number of connections. This region therefore contains all that personal information that is considered to be the proto-material of the archetypical self-presentation in a context of social interaction, and which includes information intentionally given as well as information unintentionally or accidentally given off (Goffman, 1959)

4.2.4. Area of Public Information Circulation

This last and outer circle encompasses all those identity-related elements that constitute already publicly-known information about the Self, attached as it is to the profiles that are publicly visible and available for others to see. While issues of confidentiality, secrecy or privacy are practically irrelevant to this type of information, its role in the presentation of the Self is of critical importance.

4.3. Overall remarks

Based on the different areas of self-related information that has been delineated so far, several concluding remarks can be made:

a) The "rules for the regulation of personal exposure" online have to be understood as being context-specific; they differ depending on the environment (the context) as well as on the audience that they address. Moreover, personal identity itself is less about construction and more about performance, reflecting the view that identity is not a singular and stable entity, but rather shifts and changes based on social context and changing communicative needs andd affordances.

b) The areas listed above are not entirely leak-proof or rigidly-fixed; their boundaries are more or less permeable, susceptible to the fluid nature of web interactions. Additionally, the "classification" of Self-related information is perpetually open to change and can easily and seamlessly cross from one region to the other, depending on the situatedness and the particularities of every new incident of interaction.

As fas as CMC is concerned, maintaining a "personal presence" in settings of Interpersonal Communication is essentially about regulating the limits of self-disclosure by "drawing" Personal Information elements from each one of these areas (circles on the graph of Figure 1.). Viewed from that perspective, Web 2.0 and SNSs are not about an entirely new phenomenon. The roots of "social networking" as an abstract concept are to be found in the origins of human society and therefore in the primordial and time-honoured contexts of FTF interaction. Nevertheless, communication in the contemporary digital social networks in which our daily lives are embedded is entirely novel in terms of the previously unthought of scale of connectivity that they enable, as well as in terms of the degree of transparency and public visibility

that they impose on our private lives. Self-presentation in the SNSs is no longer a solitary procedure, a staged projection of the public Self as in the Personal Homepages of the Web 1.0. era, but a perpetually emergent, dynamic process of contingent connections with those who make up our digital ego-centered networks of friends and acquaintances. However, given that no one lives solely on the Web, as Kendall (1999) has pointed out, it is important to comprehend the mechanisms of self-adjustment and continuous negotiation of the boundaries of the Self in the increasingly hybrid and pervasive contexts of contemporary sociability. The concept of "rules for the regulation of exposure" in Interpersonal Communication may be helpful in this attempt to throw some light onto the complexities of interpersonal communication online.

5. Limitations of the research study

Despite the fact that the total sum of research data produced allowed the comparative analysis of online interpersonal communication between the pre- and the post-Web 2.0 era, this was not the initially-stated objective of the project. The project did not investigate an already existing phenomenon; instead, it traced the evolution of the phenomenon of online social interaction over time and during the last decade that was marked by the transition into the Second Internet age. In that sense, it can be viewed as a project in digital participatory ethnography based on fieldwork and an inductive reasoning in analyzing data. However, the fact that the objectives of the project were slightly modified in the course of the project can be considered to be a methodological limitation. The comparative analysis of collected data was made possible precisely because the data drawn from the second research period and their mode of collection (interview guides, issue prompting, etc) were to a large extent adjusted to the data of the first research period and the initial thematic areas. This notwithstanding, the degree of comparability and data analysis can be evaluated as satisfactory.

On the methodological side, the sample of participants drawn for both the first and the second research period was a convenience sample. Due to the large number of participants and the long duration of the research period, this study cannot be considered a case-study research although ultimately, in a qualitative study, all kinds of "samples" may be viewed as case-studies. The rule of informational saturation was followed, despite the fact that data saturation is hard to determine in online research. In any case, the sample of participants and the purely qualitative methodology that was followed do not allow any quantitative extrapolations.

The project presented in this paper was based on the qualititative paradigm that was evaluated as being more appropriate for answering the stated research questions (where preemptive reduction of the data would prevent discovery) and for providing access to nuanced information concerning the subjective interpretations and meaning-making processes of individuals engaged in online self-presentation and interpersonal communication.

Given this qualitative research direction, a limitation of the project at hand, and in terms of corpus analysis, may be that its findings cannot be extended to wider populations with the same degree of certainty that a quantitative analysis would allows. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance. However, it must be noted that the total number of collected data in this research was so large that could be also analyzed through a quantitative methodology, in the hope of producing interesting findings based on statistical inferences. Given that all qualitative data can be coded quantitatively, interview material and extracted codes could be assigned meaningful numerical values which manipulated could help achieve greater insight into the meaning of the data and help examine the specific research hypotheses.

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The Successes and Challenges in English Language Learning Experiences of Postgraduate International Students in Malaysia

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Abstract

The number of international students flooding into Malaysian's educational landscape has increased rather tremendously. These international students come from various countries with majority from the Middle East region. Coming from different countries and having diverse backgrounds, these international students have to inevitably experience changes. One of the changes is the use of English as a medium of instruction in the institutions where they pursue their postgraduate studies in. The situation in Malaysia is unique because the country provides a hybrid-language environment where the first language is Bahasa Melayu, the national language of Malaysia, and the second language is English. The hybridity of the language environment is the impetus of the study. The study was embarked on to explore the English language learning experiences of nine international students studying in an institution in Malaysia. These participants were from Iraq, Iran, Libya, Palestine, Bahrain and Indonesia. The study was under the qualitative paradigm and thus, the data collection methods included document analysis and interviews. The participants shared their experiences learning English out-of class through their weekly online postings on Google+ throughout the semester and two rounds of interviews – in the beginning and after the end of the semester. The management of data was done by utilising ATLAS.ti software and the data analysis was guided by the six-step thematic analysis (Braun & Clarke, 2006). The findings reveal that they encountered both successes and challenges in learning and practising the English language. More specifically, the successes and challenges are categorised under three themes – opportunities, feelings and progress. Therefore, the subthemes are seized opportunities, positive feelings and progress for successes; while missed opportunities, negative feelings and slow progress are the subthemes for challenges. The overall finding is, although Malaysia is a hybrid-language environment which uses English only as the second language, the participants experienced more successes than challenges in their English language learning. In terms of theme one (opportunities); the findings are participants seized opportunities to practise English by accomplishing tasks, and they missed the opportunities to practise English due to lack of time and the different nature of the English language from their mother tongue. As for theme two (feelings); the findings are participants' feelings were positive when they felt confident, had a good time learning English and obtained encouraging results, however, their feelings were otherwise when they felt frustrated with the class, people around them and also themselves. The findings for theme three (progress) are the participants experienced progress when they felt that they have improved and they achieved good results in their English course, on the other hand, they felt slow progress when there was little improvement and there were still unsolved English problems.

Keywords: English language learning experiences, international students, Malaysia, hybrid-language environment

Introduction

International students (ISs henceforth) are defined as the students who are residing in a foreign country for tertiary study (Ryan & Caroll, 2005). They are the sojourners who usually choose to go to traditional host countries like The United Kingdom, The United States of America and Australia (Verbik & Lasanowski, 2007). However, more ISs have spread out to emerging host countries like Malaysia. In 2010, it was reported that 86 923 number of Iss from 150 countries were in Malaysia pursuing their studies (Ministry of Higher Education (MoHE) Statistics, 2010) and the number has been increasing. This is in line with the Malaysia's vision of being host to 200,000 ISs in 2020 (Chi, 2011).

Coming from a foreign land, ISs bring in their culture, language, perception of life and many more which might be different or even contradict with what the host country has to offer. Thus, change is inevitable for them. Berry et al. (1987) list five general aspects of changes that sojourners might face: physical changes like a new place to live; cultural changes; different sets of social relationships; biological changes like new nutritional status and changes in one's psychology,

behaviour and mental health status. For some sojourners, these would be too much to handle as seen in studies done by Andrade (2006), Sawir (2005), Novera (2004), and Guilfoyle and Harryba (2009). Andrade (2006) talks about adjustment of sojourners in Canada but shares the same sentiment with Sawir's (2006) study which was conducted in Australia. Both sets of participants in the studies complain about English usage. Novera (2006) points out how Indonesians and Moslems have difficulty to perform their five times prayer in Australia just due to the inexistence of suitable ablution place. Participants in Guilfoyle and Harryba (2009) are from Seychelles and they reveal about their interactions with the lecturers in a western university. From the studies highlighted, it depicts that ISs experience different issues of incompatibility between what they are used to and with what they have, and have to do in the new place.

As pointed out, ISs in English-speaking countries like Canada and Australia face English language problems and this situation is also similar in Malaysia. Although Malaysia is not an English-speaking country; it is unique in terms of its language as it provides a hybrid-language environment where the main language is Malay, while the second language is English. Extant literature on ISs in Malaysia has shed light on the issue of English language problems among ISs. Studies by Manjula and Slethaug (2011), Zuria et al. (2010), Khairi and Rechards (2010,) and Mousavi and Kashefian-Naeeni (2011) have proven that. Among the eight challenges listed, respondents in Manjula and Slethaug's (2011) study have chosen English language as challenge number two. Moreover, Zuria and her colleagues (2010) have gathered complaints from their participants concerning English in Malaysia. They said that Malaysians spoke English with a Malay accent and there seemed to be a lack of English usage on signage and documents. In addition, Khairi and Rechards (2010) administered a questionnaire to Arab ISs in five universities in Malaysia and one of the findings reveals that English language class has been poorly conducted. In line with that, the participants in Mousavi and Kashefian-Naeeni's (2011) study specify that they have problem in doing academic writing as they have difficulties to express their own voices and concepts when they write in English.

All the abovementioned studies reported having only one round of data collection. In other words, there was no prolonged engagement with the respondents or participants involved. Manjula and Slethaug (2011) and Khairi and Rechards (2010) distributed questionnaires; while Zuria and her colleagues (2011) conducted one round of focus-group interview with several groups, and Mousavi and Kashefian-Naeeni (2011) had one round of interview with their ten participants individually. This study, however, is underpinned by the notion of prolonged engagement. The researchers followed nine participants for a semester to really understand the experiences that they underwent in learning English in Malaysia.

The Study

Research Question

The purpose of this study was to explicate the international students' (ISs) experiences of English language learning in Malaysia. Thus one research question was generated – What are the successes and challenges in English language learning experienced by ISs in Malaysia? This research question became a guide in designing the study.

Methods

The research question posted is explorative in nature. Hence, the design of this study was viewed through the qualitative lens. Two methods were employed to find answer to the research question – document analysis and interview. The document analysis was made up of the participants' online postings on Google+ as their weekly reflections on their English language learning. The data from online postings were triangulated with the data from the two rounds of interviews done with the students. The first interview was at the beginning of the semester while the second interview was after the semester was over.

Participants

They were nine participants involved in this study. All of them were pursuing their postgraduate studies in an institution in Malaysia. Four were doing their doctorate studies while five were undergoing their master's courses. Six were majoring in sciences and three were doing social sciences. At the time of the study, all of them were undergoing an English language proficiency course at the institution. They came from Iraq (3), Iran (1), Palestine (1), Algeria (1), Bahrain (1), Libya (1) and Indonesia (1). Six were males whereas three were females. Their ages ranged from 22 to 39 years old. Four were married while five were single. Two were staying on campus while the rest were living off campus.

Data analysis

The data were managed by using ATLAS.ti software. The themes, subthemes and sub subthemes emerged from the data through a six-step thematic analysis as suggested by Braun and Clarke (2006).

Procedure of data collection

The nine participants were recruited through purposive sampling in the beginning of the semester. They started posting their weekly reflections on their English language learning experiences on Google+. More detailed explanation on the procedure of utilising Google+ was reported elsewhere (in Noor Saazai et al., 2014). Then they were invited for the first round of the interview. After the semester was over, they were invited for the second round of the interview. Both interviews were focusing on getting in depth information based on the reflections they shared online on Google+.

Results

This section begins with the definition on success and challenge as the keywords in the research question. It is then followed by the output from ATLAS.ti which reveals the three themes. Each theme is to be deliberated with data extracts from the online postings and two rounds of the interviews. An example is; "practise, practise" (Faizah_Indonesia, int_1). The information in the paranetheses refers to the participant (pseudonym), the country of origin, and the source of the data extract. 'int_1' refers to interview round one, whereas 'op_ref' refers to the reflections on online postings. Further, the data extract is verbatim and authentic, thus, it might contain errors. Some corrections were made and words were added to ease comprehension. The amended and added words are found in [...].

Successes and challenges were experienced by the participants in the learning environment. A success can be defined as any specific or general incident reported by participants concerning their positive development in their English language learning experiences (ELLEs) in Malaysia. This includes good results, positive feelings, and ability to accomplish tasks related to English usage. On the other hand, a challenge is a specific or general problem/hardship reported by participants in their ELLEs in Malaysia. This includes complaints about the lack of time due to busy schedule and also about problems in communication. Figure 1 displays the three main themes for the stipulated research question..

Figure 1 Themes in network view ATLAS.ti

Figure 1 is a network view which is an output from ATLAS.ti. It shows that the three main themes are related to opportunities, feelings and progress. Each theme addresses two sides of the coin – successes and challenges. Numerically, it can be seen from figure 1 that there are more challenges than successes. However, there are actually many variations of challenges. Counting the number of reported cases (based on the number of data extracts) for both successes and challenges, the former has 179 cases while the latter has 130 cases. Hence, it can be said that the participants experienced more successes than challenges in their English langauge learning in Malaysia.

Theme 1 - Opportunities

Seizing Opportunities   Missing opportunities

The successes were felt by the participants when they were able to seize the opportunities to practise using English and accomplish a task (academic or non-academic). The reported opportunities were to practise English overall (general) and specific (speaking, writing and reading). On the other hand, they felt that they faced challenges when they missed the opportunities to practise using English. Their challenges were related to time and also to the nature of the situation. The subtheme of seizing opportunities is discussed first.

Success – Seizing opportunities

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┌─────────────────────────┐         ┌─────────────────────────┐
│   Managed to practice   │         │    Task accomplished    │
└─────────────────────────┘         └─────────────────────────┘
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    (Overall)   (Specific)   (Academic)   (Non-academic)
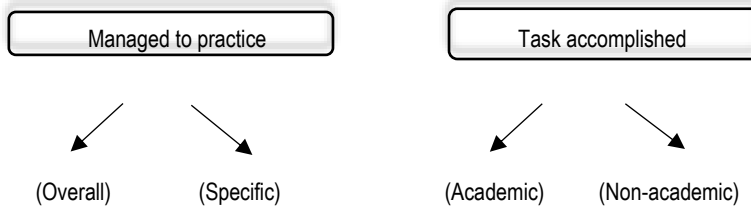
Participants associated practising and using English as evidence of success. Thus, they seized the opportunities to practise using English; either overall or skill-based, and to accomplish a task; either academic or non-academic. In seizing the opportunities, Nabil reported on having an overall practice of "us[ing] language in the markets and street and trying developed through follow the news and watch movies" (Nabil, int_2). However, he relayed a more specific activity in his first interview about writing messages "sometimes every day I send message in English" (Nabil, int_1). Besides feeling successful in practising writing, there were other skills like reading and speaking that had been reported by Mohsin and Faizal. Mohsin announced that he had started reading news in English. He wrote "I start reading [E]nglish news…☺" (Mohsin, op_ref). In addition, Faizal practised his speaking when he assisted someone to find his/her way. He reported:

> *He ask [I do not know the way how I go out from the university] so I help him and show him the road and make the driver of bus help him. So I think I'm better in English week after week. (Faizal, op_ref)*

Another aspect that stirs the feeling of success in the ELLEs among the participants is when they were able to accomplish a task – be it academic or non-academic. For the former, Shamsulwahab talked about his experience in doing presentation in English for his research methodology class. It is seen in the exchanges below:

End of research methodology. Each student from each department do the presentation about his or them err...research proposal. What you do in your research. At the end of this research methodology. Therefore, there are 2 or 3 from … staff department, professors and any student, each student and come

Using powerpoint

Yeah. And give what you research. What you do in your research.

You presented in English?

Yeah. What is the idea in your research. Then the student start to explain his or her research. (Shamsulwahab, int_2).

As for the examples of the non-academic accomplishment, Nabil relayed his encounters in handling his problem with the bank and making a report about a stolen laptop at the police station and that he proudly declared that he "explained to them the situation and what happened and, of course, we are speaking in English" (Nabil, op_ref).

To sum up, they reported seizing the opportunities to practise English overall or in general and specific - according to the macro skills of speaking, writing and reading. Furthermore, they also took the opportunities to accomplish tasks, both academic and non-academic.

Challenges – Missing opportunities
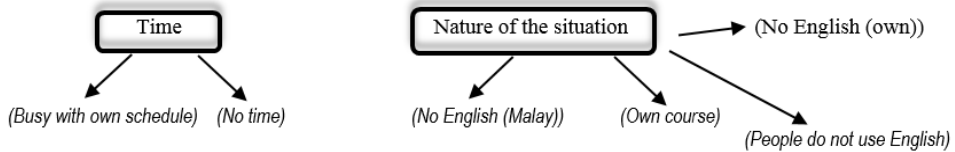
On the other hand, they felt that they faced challenges when they missed the opportunities to practise using English. Their challenges were related to time (no time and busy with own course and other responsibilities) and due to the nature of the situation in terms of language usage, their own issues, and also connected to their main focus which was on their own course.

Time is seen insufficient due to three aspects. Firstly, the participants were attending courses at the faculty and their ongoing research. They became too occupied with their own course to even take the opportunity to learn English when the opportunity presented itself. Faizah had a friend who could teach her writing but "because he study, I study – have busy schedule" thus, she only managed to learn writing "just one time…but after that no more" (Faizah, int_1).

Secondly, the participants complained of not having time to do activities they knew would benefit their language learning like talking and practising English with people (Imran, int_2, Shamsulwahab, int_2), using the dictionary (Fatinmalik, int_2), writing online (Fairus, int_1), and even going out to watch a movie (Fatinmalik, int_1;Fairus, int_1). Fairus expressed this complaint very aptly:

I think better movies to learn than by news because they don't speak very fast.

Have you tried watching movies and learning English at the same time?

Yes. I have tried. But now I don't have time. (Fairus, int_1)

The third point in relation to the lack of time is due to other responsibilities that they had. These participants are adults and their sole focus at the time of the study was not just studying. Basri was an Arabic teacher who worked "from 8.30 to 4" (Basri, int_2) at an international school, whereas the married female participants were occupied with their duties as mothers, especially Fatinmalik whose four children had tests or exams. She uttered, "…so I must learn [teach] them" (Fatinmalik, int_2).

Participants admitted missing the opportunities to use English because of the nature of the situations they were in. The first is concerning language. There were times when there was no need for the use of English as illustrated by the three extracts below:

Extract 1:**Ok. When you talk to her you speak Arabic or English?**

No we speak Arabic because faster…(laughs)…to understand. (Fairus, int_1)

Extract 2:Small shop

Is it like a grocery

Small. Everyone is Indonesian…so it is Malay. (Basri, int_1)

Extract 3:**You don't talk?**

No. The one time I talked to them, they don't know English

Who?

Students. Maybe study degree but in Arabic or Malay. So they don't know English. (Faizal, int_1)

Extract 1 highlights the reason why Arabic was used instead of English while the other two extracts show that it was the people around them who preferred Malay or the lack the command of the English language of the other party made the participants miss the opportunity to speak English.

Another challenge for them is due to the nature of their own course. Those participants who were concurrently doing research and undergoing courses which did not emphasise on the use of English like Islamic Studies and Mathematics also lost their chance to practise and use English. Imran's discipline which is Quran and Sunnah does not require extensive English due to the nature of the course itself. He expressed that "I find that the use of the English language in my studies of the Arabic language somewhat difficult, because I cannot translate the Koran, the Hadith, or poems, they lose their value" (Imran, int_1). Moreover, Fatinmalik also communicated about her mathematics major as seen in the interview dialogue below:

Yeah..only I try to choose only mathematical subject , so there's no…

Little use of English (Fatinmalik, int_2)

Participants also missed the opportunities to use and practise the language as being individuals, they have their own unique issues like experienced by Faizah. She is an international student. However, being an Indonesian whose looks are similar to a Malaysian; she was always spoken to in Malay and not in English; "I think like the office…all of them talk Malay with me" (Faizah, int_2). This was of course an advantage for her but this lessened her chance to practise speaking English.

All in all, the challenges faced by the participants could be summarised into two groups – the lack of time due to some issues, and the nature of some of the situations that were not really facilitating in their English language learning.

Theme 2 – Feelings

Positive Feelings	Negative Feelings

The participants' successes and challenges are parallel to their feelings. It was a success when they felt very positive about their experience like when their confidence increased and they obtained encouraging results. Their positive feelings were also evident when they associated learning English with optimistic emotions. However, their feelings were negative when they faced challenges in terms of problems in communication, frustration with class, being laughed at when talking and when their level was not as expected.

Successes – Positive feelings

Increase in confidence	Optimistic emotions	Encouraging results

The participants' positive feelings include the increase of confidence that they felt. Further, they also felt happy with English and associated English language learning experiences (ELLEs) with positively-connoted emotions. Another aspect that enlightened them was when they obtained encouraging results in their assessments.

The participants expressed their feeling of confidence especially when it came to speaking. Almost all mentioned that they felt more confident in dealing with people and doing presentations. In fact, a few like Fairus, Basri and Nabil actually said and wrote about it in more than one instance. The two following extracts show Fairus expressing her confidence in her reflections and in interview 2. She wrote "currently I am more confident about my ability to speak in English (Fairus, op_ref) and she said that she had "more confident for the talking English, in syaa Allah" (Fairus, int_2).

Some linked their confidence to the specific English language experiences that they had gone through like Basri who started working in an international school in Gombak and Shamsulwahab and Fatinmalik who had the chance to participate in an international conference. Basri shared how working at the international school had changed him. He said:

> before I move to IS [International School], I never open, I did but, like my friend talk with some foreigners in English, I just become silent. I don't know how come talk. Even I know, I want to share something, but I cannot. But after that, no, I became brave and talk. (Basri, int_1)

Furthermore, Fatinmalik conveyed her gratitude to Allah Almighty when she came back from her first conference. This is seen in the exchanges below:

That's very good. So that makes you feel more confident

Alhamdulillah

Sure. So that would be one of your successes

Umm..Alhamdulillah. This is the first conference for me (Fatinmalik, int_2)

Shamsulwahab also became more confident after presenting at an international conference. He said that he admitted feeling more confident than ever (Shamsulwahab, int_2).

Besides confidence, participants conveyed other optimistic emotions about their experience in English language learning. Words and phrases like "good", "easy", "happy", "comfortable", "desire to speak more", "fun", "enjoy", "nice", "enthusiasm", "wonderful", and "useful" that were uttered in the interviews and penned in their online postings denote the optimism they felt in the experience of learning the language. Among them Nabil had been the most constant in reporting his positive feelings. He wrote in two of the weekly reflections, and conveyed in interview 2. The positive words are underlined in the extracts below:

First I enjoy to take a course of English in UKM, to improve and develop myself. (Nabil, op_ref)

In fact, I feel wonderful that I finished English course and I feel positive about the course because it was at the university and does not affect my studies. (Nabil, int_2)

In Tuesday I met some persons from Afghanistan and they were speaking English well, so i was happy because i want talk and mingled with them a lot. (Nabil, op_ref)

The positive feelings were also evoked by the encouraging results that they got. Below are two extracts from Nabil's reflections and Shamsulwahab's interview. Nabil wrote about his result for one of the assessments for the Oral Communication Module which was done in the middle of the semester: "Speaking: Last week was impromptu speech. I got 18.5 from 20, its good marks Alhamdulillah" (Nabil, op_ref). Shamsulwahab, on the other hand, reported about his final results as good. He said "about results of English semester, yes I am happy because I get good results in speaking writing [and] reading" (Shamsulwahab, int_2).

All in all these positive feelings were an accumulation of confidence, optimistic feelings and good results.

Challenges – Negative feelings
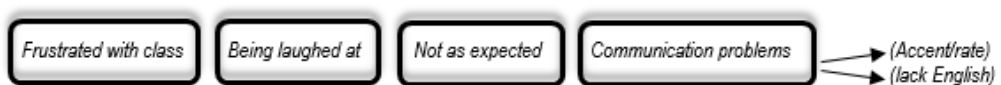
Participants reported variety of negative feelings that stem from aspects like the management of the classroom, the attitude of the people, and also their own unfulfilled expectations and problems in communicating. Firstly, the feeling of frustration like felt by Fairus was due to her opinion that classroom management needed improvement as things were too easy in class and thus, she suggested that the students with different levels be separated. This is seen in dialogues below:

Not everybody is at the same level, some lower so lecturers need to make changes

But in this case, some of them will improve his level but another just a bit, just he will do, he will attend in the class. I mean it is my suggest that it is better if they separate, for example, the students who come from Islamic and Arabic or something and the students who come from Science

You are talking about the academic majors. People from FPI [Islamic Studies] for example are not going to write their thesis in English, so they are not worried

Yes (Fairus, int_2)

Secondly, the attitude of the people that they dealt with also caused discomfort among the participants. Faizal complained about one of the staff at the residential college was "laughing at [him]"(Faizal, int_1) when he made an inquiry

about the accommodation. Further, Faizah expressed that her friend laughed when she "want[ed] to talk in English" (Faizah, int_1).

The third aspect that causes undesirable feelings concerns the participants' own self-fulfillment. Shamsulwahab felt that his level had "not arrive[d] to the level that [he] wants to arrive" (ShamsulWahab, int_1) when asked about his ability to read journals and write in English. Some participants found difficulties in their everyday communication as they admitted lacking in the English language command (Basri, op_ref & int_1), (Faizah, op_ref & int_1), (ShamsulWahab, int_1) and (Imran, op_top4). Besides that, they also mentioned other problems in communication and also listening due the accent and the rate as expressed by Faizal:

when I came here I can understand foreigners when they talk between each other, but I can't understand [M]alaysian people when they talk [E]nglish .I found it difficult to speak with them because the axent [accent] not like [E]nglish axent [accent] (Faizal, op_ref)

To sum up, the participants felt very negative when they were frustrated. Their frustrations emerged from their experiences in class, talking to people and also with themselves when they did not reach the level they wanted.

Theme 3 - Progress

The participants experienced progress in their English language learning. Progress was equivalent to being successful, whereas it was considered a challenge when it was slow. All reported cases of progress were associated with the participants' improvement and also their passing of the English Language Proficiency course. However, the participants' slow progress included reported cases of not much improvement, unsolved English problems and complaints on the nature of learning the English language itself.

Successes – Progress
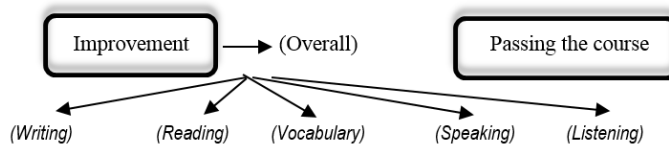
Many participants mentioned that they experienced progress on the whole and also when they passed their MKBI. For the former, most of them used the word 'better' and to emphasise Nabil stated that "[his] level of English is becoming better and becoming better" (Nabil, int_2). Basri went further to illustrate how he had noticed his overall improvement because he no longer asked for his friend's aid. He wrote, "[a]fter almost one year i tried to learn English at home by my self, and time by time i improved my English little a bit, so reduce my disturbing for my friends, because before that i disturb them by my questions" (Basri, op_ref). He further added that "[t]he time for thinking is reduced by day. So just talk and it is like improve" (Basri, int_1). There are also participants who made a clear comparison between before (in home country) and after being exposed to English learning in Malaysia as to show that they had progressed. The phrase that denotes comparison is underlined in each of the following extracts. Imran stated that "I feel that the English language have better than it was" (Imran, op_ref). Mohsin also said a similar point in interview 2: "Because my English is very better than the past" (Mohsin, int_2). Nabil was more expressive when he wrote, "Actually when I came to Malaysia until now I learned a lot in English and evolved more than before" (Nabil, op_ref).

Besides reporting on their overall progress, the participants were also specific about the progress in their macro-skills and vocabulary. Nabil opined that he had progressed in his writing skills, "My opinion is now in writing skills have become stronger and write faster and better" (Nabil, int_2). Shamsulwahab expressed gaining experience in tackling different types of reading materials:

I think because I enter to this course, I think some experience develop my experience in English…in reading also I have or get good experience for reading, methods for reading especially how I read, what is the method for read papers, books, newspaper, there are some methods for each type of reading for this style. (ShamsulWahab, int_2)

As for vocabulary, Fairus explained how doing online postings every week had helped her to memorise the vocabulary:

As well as my vocabulary, I research, I write, with my vocabulary. But emm…I should do correct so when I correct once, another time I didn't need. I know already by the practice because the topic general then weekly nearly 17 or 18 it is good for learning and memorise the vocabulary. (Fairus, int_2)

Mohsin compared his ability to speak English before joining MKBI and at the end of the semester, when MKBI was over. He said:

Before of the semester, I couldn't speak English very well. My main weakness was speaking and how use grammars in my speaking. But today I think it is better than the past. (Mohsin, int_2)

For the skill of listening, Nabil felt happy as he became more focused in using the skill. He wrote:

This week I watched two films, the first film was about tornado wreak havoc in the ground, and the other was comical and talking about the life of a family. I felt like I became a focus more on listening to the words. And I'm happy with this progress. (Nabil, op_ref)

The cases of improvement above are reported by the participants themselves, thus they are self-reported progress. As to make the notion of progress more concrete, below are the hard data depicted in Table 1.

Table 1 Participants' results before and after the English Language Proficiency Course

Participants – Faculty	Overall results before the course. (Band)	Results after the course (Bands for Oral Communication – Reading – Writing)
Basri - Islamic Studies	2	5-3-4
Fatinmalik – Mathematics	2	5-4-4
Faizah – Islamic Studies	2	4-3-4
Fairus – Computer	2	5-5-4
Imran – Islamic Studies	1	4-4-3
Mohsin – Computer	2	4-5-4
Nabil – Computer	2	5-4-4
Faizal – Engineering	2	5-5-4
Shamsulwahab - Engineering	2	5-5-4

Table 1 shows the participants' overall results before the English language course and after the course. The latter is broken down according to modules. The results are ranged from band 1 to 5, with 5 being the highest band. The participants got bands 1 and 2 earlier and they had to achieve either band 3 or 4 for each module at the end of the course in order to pass the course. Band 3 for students from Islamic Studies while band 4 for the others.

All in all, participants had shown progress in their English language learning. This is evinced from the data extracts from their interviews and online postings, as well as results of their English language proficiency course.

Challenges – Slow progress

Not much improvementUnresolved English problems   Nature of learning English

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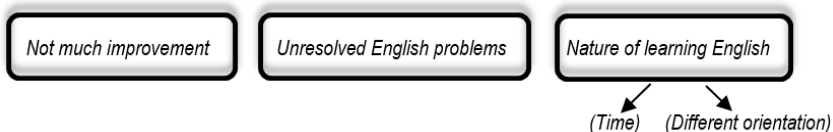
In contrast to the progress like improvement and passing the course as discussed earlier, at times the participants experienced slow progress.   They saw it as a challenge when they showed not much improvement and when they still faced problems in certain parts of the language. Another contributor to their slow progress was the nature of the English language itself as seen from the participants' perceptions.

Concerning the slow progress, a few participants expressed that they "didn't improve a lot" (Fairus, int_2), and Faizah even said "no improvement" (Faizah, int_2). Faizal, however, offered some explanation on his little progress as only "add[ing] little details" to what he already knew. Hence not really pushing the command of his language to a higher level. Some of them articulated their slow progress by highlighting the problems that they had in certain skills like grammar and speaking (Mohsin, op_ref), and vocabulary (Shamsulwahab, int_2). For Shamsulwahab, however, the vocabulary that he was referring to was for the common everyday words which he termed as 'in the road'. He had no problem with the jargon from his engineering subjects "[i]n my field, no, I don't have problem in vocab. But in the road" (Shamsulwahab, int_2). This could be a problem at the moment of the study because the focus of the course was on general and academic English and not looking at any specific subject. One might think how one could be good in English in one's field but not everyday English. In the case of Shamsulwahab, it was proven that he truly had no difficulty in using the language in his field as he had presented at two conferences; one was oral presentation while the other was a poster presentation (Shamsulwahab, int_2).

Participants related their slow progress to the nature of learning a language. Imran, for example complained that "English language learning needs to take a long time and continuous efforts" (Imran, op_ref). Other participants also made comments along the same line. Fatinmalik, Basri and Faizah believed that with more time they could progress better. Fatinmalik grumbled that "we have only 2 or 2-3 hours in a week but I think not long time. Not enough time. Enough time maybe we learn more" (FatinMalik, int_1). Similarly, Faizah also complained about having the English language proficiency course for only one semester. Basri proposed that "[l]anguage needs many years" (Basri, int_1). Fairus, on the other hand, took the matter rather adversely. She exclaimed, "[b]ut sometimes I hate English because I take long time to studying it. (Fairus, int_1). She further pinpointed spelling as the area that was most troublesome: "I think spelling words take the most, the longest time of learning English is the spelling" (Fairus, int_2). While based on his observation, Mohsin supposed that his sister became a good speaker of English due to her experience staying here in Malaysia longer than him. Below is the data extract from interview 1:

So what do you think makes your sister very good in English

Eerrr….I think her experience is the most important. Because she lives around 2 years…..around 3 years

    (Mohsin, int_1)

Further, Basri made an interesting analogy when he compared learning English in this instance, to driving a car, "[i]t takes a long time cause language is like to drive car" (Basri, int_1). In a different part of the interview he illustrated that when driving a car, one has to "sit, [check the] mirror, don't forget the mirror. How? Give direction, yes...and the gear, put to right, you have to memorise everything" (Basri, int_1). He further elucidated that it is similar to learning English because there are many concepts to consider in constructing even one correct sentence. Hence, just like driving, learning English requires time in order to allow for familiarity of skills which then leads to automaticity of using the language. All preceding quotations in this section boil down to the need for time in learning English. It can be surmised that time is needed to be good at a language.

Another contributor to their slow progress is the difference in the orientation of their first language and English. One observation was on the error of capitalisation as seen in the data extract - "Also My father, a professor in Islamic, but he entered…" (Nabil, int_2). This is taken from an email interview which was conducted with Nabil. This might be a typing error as his other my's were correctly typed; but it is an interesting coincidence. The examples above are for Arabic speaking participants. There is one Persian speaker among the participants but the majority of them are Arabic speakers including the Indonesian.

In summary, the slow progress was experienced by the participants when they felt that they did not advance much in their English language learning. This might also be due to the nature of the English language itself.

Discussion

The main reason for the participants to experience both successes and challenges can be generally attributed to the hybridity of language in Malaysia. Participants experienced success when they seized opportunities to practise English,

had positive feelings, and felt that they were progressing. On the other hand, it became a challenge to them when they missed the opportunities to use English, had negative feelings, and felt that they were too slow in learning English. In more detail, it is shown from the data extracts that participants could practise speaking in English with the people on the street, bus driver, people in charge at the bank and the police station. Moreover, participants could watch English movies and read English newspapers. All these are possible because English is a second language in Malaysia. On the other hand, some parts of the challenges they faced might be due to the inability of people in Malaysia to converse well in English like reported under the subthemes of missing opportunities and negative feelings.

Referring to extant literature, having opportunities is an important entity in language learning. Spolsky (1989) highlights two conditions that emphasise on opportunities. Conditions number 62 and 63. The former is opportunity for practice condition where learning a language involves an opportunity for the new skills to be practised; the result is fluency. The latter is communication condition where the language is being used for communication, thus more opportunities exist for practices. From these two conditions, it is understood that when learners practise using the target language, they will be more fluent (condition 62), and when the target language is used to communicate, learners are in fact learning the language (condition 63) because they are utilising all the knowledge and skills to ensure that their message is passed across successfully and there is no communication breakdown. Thus, the participants seized the opportunities to use English at many occasions and accomplish tasks as they saw this as the way to make them more conversant and simultaneously learn the language.All in all, participants felt that they experienced success when they were able to seize the opportunities to use and practise English as 'practice makes perfect'.

In terms of feelings, or termed as affective (Scovel, 2001), it is one of the areas that has an impact on learners' language learning besides cognitive and metacognitive. Its importance in the field of language learning is immortalised as one of the five hypotheses by Krashen (1982) – The Affective Filter Hypothesis. Affective filter refers to a barrier that filtrates the knowledge or input that is gathered. When one feels good, the filter is down and thus one is able to take in more effective learning and vice versa – when the filter is up, one might be able to take in learning but borrowing the expression from Stevick (as cited in Krashen (1982)), it might not 'strike deep'. In other words, having a low or weak affective filter in language learning ensures that the input is not only absorbed but also retained. Krashen (1982) specified three affective variables that are connected to being successful; self-confidence is one of them. Hence, mapping it to the findings of the study, when participants reported having their confidence boosted and associating English to positive notions, their affective filter was low and their absorption and engagement levels were high. This has evoked the feeling of success which can be an impetus for further learning.

On the other hand, the slow progress is due to problems in English which might stem from the difference between English and their mother-tongue. Spolsky (1989) lists two conditions that are related to progress. Conditions 35 and 36 on shared feature and contrastive feature, address the issues of facilitating and interfering language learning, respectively. "When a feature is shared by two languages, learning is facilitated" - Condition 35 (Spolsky 1989, p.21) and therefore, when there are differences in the two languages, there is interference in learning (Condition 36). Looking at Arabic and English, there are very marked differences, for example in writing. The most obvious is that there is no concept of capitalisation in Arabic, and as evinced by the data extract, at least one Arab participant has not grasp the concept.

Concluding remarks

The research question aimed at delineating the successes and challenges experienced by the participants in relation to the English language learning. The data gathered were categorised into three themes – opportunities, feelings and progress. Each theme was treated like a coin where there are two sides to it. This is partly related to the hyrid-language learning environment in Malaysia where Malay is the main language and English is the second language. Although English is the second language, the participants experienced more successes than challenges in their English language learning in Malaysia.

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Working With Generations X And Y In Generation Z Period: Management Of Different Generations In Business Life

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Abstract

Mankind which is a social entity and whose most basic necessity is staying with other people have been in tendency of being together, acting together and uniting since the early ages of history. People living in the same period and therefore sharing the same conditions and even same experiences are influenced by each other. This situation results in the fact that individuals who are born, grown and brought up in the same or close periods have similar characteristics. It is not attractive that individuals who are shaped by the environment in which they are born and grown up, social, economic and cultural conditions, social cases and cases which interest the entire humanity have similar characteristics. Scientists moving from this point put forward the term "generation" in order to define individuals and their characteristics and carried out studies over this term. Within the scope of studies; the generation which was born between 1925-1945 was named as 'Traditionalists' silent generation and it was not subject of studies too much since it is regarded as a generation which does not have major effect. The generation which was born after World War II and therefore have the name of 'Baby Boomers' includes people born between 1946-1964 and representatives of this generation are regarded as those who are retired or about to retire today. The greatest aim of the generation which was born between 1965-1979 and named as 'X Generation' is considered as keeping pace with the changes in the world. Representatives of this generation have active role in social life and business life today. The generation which was born between 1980-2001 and named as 'Millennials' or as 'Y generation' as more commonly known are the children of globalization. For the children of this generation who have accessed the development and easiness of technology, technology is one of the cornerstones of life. Y generation which has an important place especially in business life has been subject for various studies today. The last generation which was born between 2000-2020 is the technology generation. Although this generation which regards technology as something indispensable has not got into business life yet, enterprises would have to make preparation for this generation within 10 years. Enterprises which are globalized and brought competition at international level today have to employ these individuals in one place who are belong to different generations therefore have different characteristics and structures. Employing rapidly changing generations of rapidly changing world in one place, keeping their motivation high and obtain efficiency from them is possible by knowing generations, learning characteristics of them and acting according to these characteristics. In this study, first of all the term generation will be mentioned, generations and their characteristics will be explained, then characteristics of different generations and formation of management process of enterprises will be discussed.

Keywords: Generations, Baby Boomers, X Gen, Y Gen, Z Gen, Generational Different, Business Management, Generational Management

Introduction

The existence of technology has caused rapid and radical changes in the 21st century while the development and rapid changes of technology have been interacting mutually. These changes have formed the basis of new technologies. These changes experienced have brought about the people, who were born in different periods of time, to have different personalities, viewpoints and values. The changes occurred in economy, culture and politics influence the perception, expectation and viewpoints of the individuals deeply. As a result of these interactions, the borders of period of generations are marked off and their characteristics are determined. Alexis de Tocqueville, a French political thinker and historian, stated in his article called Democracy in America he wrote in 1945 that the United States of America underwent a perpetual change. He referred to the generational turnover as one of the main sources of this change while he was mentioning about aforementioned change. Each young generation, who replaces the old generation, comes along with its own characteristic feature and value judgment (Bennett & Rademacher, 1997). Their different general point of view may change the social and political landscape. The generations, who travel together in the course of time being affected from the same events, have been examined throughout the history in order to understand the psychology of the individuals and keep their behaviour under control. The main reasons why so many researches carried out on the generations today are that the drastic influences of the changes experienced on the individuals can be observed more clearly and "the four generations that have four different characteristics work together" for the first time in the history as the specific period for each generation has been shortened due to the changes underwent. Understanding the generation phenomenon and its chronological

difference as well as the traits of the members of generations is of importance as these four different generations that have different characteristics which are separated from one another sharply coexist.

Generation Concept and Chronological Classification

The generation term examined by the various sciences as a multidisciplinary concept is basically defined as "a series of birthdays of a group of people" (Jopling, 2004). A different definition for the generation is "the generational cohorts or groups, who belong to the same age group, experience or will experience accordingly the similar life experience in the years they may shape their lives" (Hung & Gu & Yim, 2008). Based on the different definitions the generation term may be defined as the groups of people who were born, grew and maintained their life in a certain period of time, and are supposed to have common characteristics and viewpoints as they are affected from the events occurred during the aforementioned period. As it may be understood from this definition, the significant point related to the generation concept is by which incidents the members of the group in question have been affected in a specific period of history and what the impressions the said incidents have left on them. The generational classes, which are defined by the experts referring to so many historical events and different impacts, differ from one another. Some experts cannot come to terms regarding the chronological classification of the generations while some of others disagree about the total number of the generations. The classification to be used in this study will be the one to be particularly based on the opinions of the experts and evaluation of the historical events though it is likely to observe a lot of different classifications when the international and national literature is reviewed.

Generation Name	Chronological Generation Classification
Traditionalists	1900 - 1945
Baby Boomers	1946 - 1964
Generation X	1965 - 1979
Generation Y	1980 - 1994
Generation Z	1995 - …..

Table 1. Chronological Generation Classification Used in This Study

Generations

1. Traditionalists

This generation, who are called in various sources as Silent Generation, Matures, Veterans, Seniors or Radio Babies, is composed of those who were born between 1900 and 1945. Some of the socio-cultural, politic and economic events that played a great role in shaping the personality of this generation and established the characteristic features of its members are World War I and II, Great Depression in 1929, Attack on Pearl Harbor, Atomic Bombings of Hiroshima, McCarthyism and Korean War. The wars and economic hardships are two main events the Traditionalists suffered from as they lived a considerable part of their lives under their shadows. So most of their traits are affected by these sufferings. This is why the thrifty Traditionalists, who like to save and lead a modest life without spending much, want permanency in their jobs because the financial security is of crucial importance for these people. The Traditionalists prefer having confidence in the Authority in order to protect themselves from uncertain events. They are in demand in business life thanks to their authority-lover attitude. As the individuals who experienced the war years and the Great Depression, the members of this generation whose main approach in business is 'work hard', 'work to live' and 'work comes before pleasure' tend to work much. The commitment of this generation, who may be affected by the uncertainties, to their job and business is too high as securing their financial future is of great importance. The Traditionalists, who think that securing a lifetime employment in a corporation or hierarchy (Weingarten, 2009), are supposed to be the ideal employees as they are able to manage themselves. Because of the influence of the Army, they like hierarchy effective approaches originating from top to bottom and take orders. Likewise their leadership style is run through a chain of command and includes in giving orders (Johnson Controls, 2010. According to these people who like discipline the fundamental tenets of business life is to respect the boss and obey the orders (Crampton & Hodge, 2009). The factors to motivate a Traditionalists most is to do a good job, to be known as a person who does his job well, the rules and respect these rules. For the members of this generation who

associate the seniority directly with the age, the older employee is the most senior and knows what the best is. As they respect for the government and authority, the ultimate thing one may think is to rock the boat, try to demolish the rules and disregard the authorities (Harrison 2007), which the Traditionalists conflict most with the other generations they team up with because they expect the other employees to work, obey the rules and orders, respect for hierarchy and authority as much as they do. There is a T balance between the family and work life of the Traditionalists who like to work hard (United Nations Joint Staff Pension Fund, 2010). Today the 95% per cent of the Traditionalists (Crowe & D'angelo, 2011), the youngest one aged 69, are retired. Those who haven't retired yet work as the senior executives and advisors. Their rate is supposed to be 5 per cent. They form the 5,9% of the world population.

Their total population is 425.765.41(208.041.242 of them is male while 217.724.170 of them are female) (https://www.census.gov/population_/international/data/idb/worldpop.php Date Accessed: 13.06.2014. The traditionalists will have retired from the business life completely in the near future.

2. Baby Boomers

This gigantic generation, who is supposed to be born between 1946 and 1964, consists of about 1 billion babies who were born soon after the World War II. It is accepted to be the largest generation among the generations classified. Some of the socio-cultural, politic and economic events caused the members of Baby Boomers Generation, who is also defined as the generation that shaped the society as their numbers are high, to have different traits from those of other generations, are World War II, Cold War, Movements for Civil Rights, Sexual Revolution, Assassination of JFK, First Spacewalk, Vietnam War*, Assassination of RFK, Assassination of MLK Jr., First Moonwalk, Watergate Scandal, 1973 Oil Crisis and Space Race. The incidents such as the Watergate Scandal caused the members of this generation to be sceptical about the authority though they grew up to have a respect for it as the children of the traditionalists, who also had had respected it. This generation got so much attention from their families as their parents founded the child-centred families after they suffered from some hardships. The members of this generation, also called as "me generation", are individualist and selfish. The members of this generation had to be always individualist and competitive as about one billion babies were born in the same period. Thus they adopted the diligence as their principal. The Baby Boomers, a crowded generation, intend to on their mettle. The basic rule regarding life for them is 'live to work'. Their slogan is 'Thank God it's Monday'. In accordance with their characteristics, the members of Baby Boomers Generation believe in the importance of the team work in order to achieve their personal goals though they are competitive in business life. For the idealist members of the Baby Boomers Generation always aiming to be more successful than expected, a perfected career and work to ensure this career are highly important. "This generation who sees the diligence and sacrifice as carrying-the can to be successful started the workaholic movement" (Zemke & Raines & Filipczak, 2002). They attribute their careers and positions to power and authority. According to them commitment to job and achievement may be measured by the working hours. The members of the Baby Boomers Generation who act with the "Word hard and get to the top" slogan are loyal to their corporations. They believe in that working for a single corporation may bring success and this would be a proper action.The members of this generation need to have personal satisfaction so that they may have sense of belonging and maintain their personal achievements in line with those of the corporation (Timmermann, 2007) because these people expect a feedback and the messages such as "you are esteemed" and "you are needed" in return for the job they do. The factors motivating the employees of the Baby Boomers Generation are to be appreciated (Olson, 2011), awarded with money and bonuses, to gain prestige and status symbols such as title and parking spot. The internal factors motivating them are personal satisfaction, self-definition through personal achievement and perpetual self-improvement (Buahene & Kovary, 2003). The members of this generation, who form the biggest workforce, have a difficulty in balancing between the business and family life as they are workaholic. In this period in which the women have involved in business life, the existence of workaholic parents may explain the cause of high divorce rate. Briefly job and working are an exciting adventure for the members of this generation whose business character is defined as 'loyal workaholic'. What they want most in their business life is constantly enhancing career, reaching a brilliant achievement in one job, improving themselves, pursuing to grow and develop, teamwork, title, status and money. Today the youngest member of this generation is 50 while the oldest one is

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* What separated the Traditionalists and the Baby Boomers and had considerable impacts on the latter was the Vietnam War though the members of the Baby Boomers were affected by all these aforementioned events. The main reason of this is that the Baby Boomers missed the World War II because then they were at their early age. On the other hand, the Traditionalists could not catch the Vietnam War.

68. Currently most of them have retired or will be retired. Their population is 1.098.305.009 (570.063.962 male and 528.241.047 female) making up the 15,3 per cent of the total population (https://www.census.gov/population/international/data/idb/worldpop.php Date Accessed: 13.06.2014).

3. Generation X

The members of the Generation X, who are the children of the Baby Boomers generation who left their mark in history thanks to their large population, big egos and workaholic trait, were assumedly born between 1965 and 1979. The members of the Generation X whose youngest member is 35 while the oldest one is 49 have some traits of the Baby Boomers. As the numbers of the women of the Baby Boomers Generation that participated in business life reached a record level the members of the Generation X, who are the children of a workaholic generation, are called 'Latchkey Child**', which meant 'child whose parents work'. The Generation X, who stay between two bright generations, is considered as a transitional generation between the old generations remaining loyal to tradition and new generations of technology. The events that caused to shape their characters leaving their marks on them are Watergate Scandal, Vietnam War, Personal Computers, Death of Elvis Presley, Three Mile Island Accident, Iran Hostage Crisis, Assassination of John Lennon, First AIDS Cases, Space Shuttle Challenger Disaster, Fall of Berlin Wall, Gulf War and a rapidly advancing technology that could enable broadcasting of this war live on TV. Unlike their parents the X generation was less competitive but luckier as their population is less. They are the first generation to be able to think globally thanks to the impacts of the events occurred worldwide. Compared with the previous generations, they are more self-reliant and skilled as they grew up with less parental attention. They tend to orientate themselves as a generation of transitional period. The Xs, who were born into a World that had just started to change perpetually, prefer questioning authority unlike their parents. The Generation X, who learnt to tolerate the diversities because of the changing world and gained more creativity as they grew up in more restricted environment than the generations after them, are composed of the people who are able to analyze the situations they face, find easily what they seek for and are creative. The effects of global events of the era in which the Generation X lived and family structures are observed on their business life. The members of the Generation X are mostly the children of the divorced and workaholic parents. They attach importance to the balance between work and family. The 'live to work' motto of the Baby Boomers changed as the 'work to live' for Generation X. The Xs could get responsibilities at their early ages as they lived alone. Their self-reliance is high. The most important point in their business life is to improve their career. They don't want to keep on working in a corporation where they suppose they cannot improve their career. The one of the greatest advantages of the Generation X in their business life is that they open to change. The employees of the Generation X, who consider the change something one may be accustomed to, even besides something needed, and expect the same attitude from the company, may easily change their jobs in case it cannot satisfy their expectation. The Generation X cares the personal development. They dislike a boring and stressful workplace though they suppose it as a place to develop and learn (Miller & Washington, 2011). For their temperament, they want an enjoyable and free working environment. Therefore they prefer working for comfortable agencies or setting up their own business. They have expectations such as flexible working hours, pleasant working environment or skill-based promotion (Berk, 2013) if they work for an institutional company. The Xs taking a different approach to the problems and pleasing to produce the alternative ideas are willing to create the difference within the company through their result-oriented attitude. Unlike their parents who associate the achievement with long working hours the members of the X generation, who prefer working wisely, want to spare time for themselves. The Xs were influenced considerably from the globalization, whose impacts had been begun to be felt in the 1980s, which meant the termination of the geographical borders. They were the first generation to have a global viewpoint as every place was considered to be accessible. As for their temperament they open to change and lean towards different structures. They like diversities at the companies they work for and can think globally (Reeves & Oh, 2008). Thus it makes the Xs be first generation to focus on working abroad or prefer working for the global companies. The members of the Generation X could not earn as much money as their parents could do because of the stagnant markets. The lack of money causes loss of motivation though the existence of it is not a motivational factor (Karp & Fuller & Sirias, 2002). One of the best motivational tools for the Generation X, who like the freedom, may be to explain a job with its details and expectations and leave him alone in doing it. Their motivation is usually high. In order to motivate them it is needed to provide feedback, provide their security and career improvement and offer the option the 'forget the rules and do it yourself' freedom at work. Unlike their grandfathers they are not the generation of writing. Therefore they do not like letters and written communication but prefer e-mail. They also like utilizing mobile phone at their work and social life. The members of the Generation X, who were born

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** The term Latchkey Child is originated from the child bearing the key of the house. As not only the fathers of the Generation X worked but also their mothers there weren't any parents to meet the child at home. So the key was strung around the child's neck and they were accordingly called as the Latchkey Child.

into a world where the technology just had started to develop, are luckier than the generations before them but have less knowledge than the generations after them, had to understand and use the technology. In their working life they often get help from technology, use mobile phone and laptop, check their e-mails, use Internet for various researches as well as benefit from the amenities of the technology that change every day. The members of the X generation are aged between 35 and 49. Their worldwide population is 1.422.810.583, 718.599.620 of which are male while 704.210.963 of which are female. The population rate of the Generation X to the world population is 19,8% (https://www.census.gov/population/international/data/idb/worldpop.php (Date Accessed: 13.06.2014).

4. Generation Y

The Generation Y was born between 1980 and 1984. The youngest member is 20 years old while the oldest one is 34. The Ys are the first technologic and global generation of the world. The most distinctive trait of the Generation Y, which is also called as Gen Y, Millennials, Generation Next, Digital Generation, Nexters, Echo Boomers, Trophy Kids, Generation www, Net Generation, Gen N (Jain & Pant, 2012), is that they look for an answer to the question "Why" when they confront a situation. So it is also called as Why Generation. *** The Generation Y is three times bigger than the Generation X (Schrode & Warren, 2003), who are their elder brothers and sisters. They were born into an over-planned world where everybody is occupied in doing something. This highly-educated generation experienced a transition from tradition to new era and defined themselves 'free souls'. Their most distinctive trait, which differs from other generations, is that they live together with the technology. Therefore it is remembered as the 'most technological generation'. Another event to have considerably influenced the Ys that was affected by the globalization as a first global generation is the rapid advancement of the information and communication technologies. In addition to these main dynamics the events that played a part in personality formation of Ys are likely Dissolution of the Soviet Union, Death of Princess Diana, September 11 and Similar Terrorist Attacks, Natural Disasters, Political Scandals, War in Middle East and Reducing the Racism. Their most distinctive trait is their inclination to technology. Unlike the other generations they were born into technology and follow its daily development. The Ys often use technology in order to carry out the tasks they are commissioned. The Ys are adaptable to change beginning from their early age. We may suggest that their adaptation capacity is high. They are a generation who is able to keep pace with change, even like and want it. They are aware of speed of change. They can fulfil their all sorts of work very quickly. The Ys do not like waiting and do not know to be patient. On the other hand, the members of the Generation Y can think more globally than the other generations can do as they were born into a globalized world. They respect other races, sexes, ethnic origins, cultural values and sexual choices. Depending on the terrorist attacks they suffered from, instabilities in politics and their distrustfulness for authority and politicians, the Ys prefer making short-run plans to long-run plans. Another trait of the Ys is that they want any job they do to be fruitful and different. As they are resolved and self-reliant they hold their motivation high. They have ability to focus on more than one job at the same time since they are accustomed to participating in more than one course or activity as the child-centred families. The parents of the Ys are the 'helicopter parents' who always are around their children, control and protect them and meet all their requests. The message given by these parents to their children is the 'run towards home when things get worse' (Fleschner 2007), which may be maintained during the adult period of the Ys having an impact on their business life. They see the education as a key to be successful in business life. They prepare themselves for business life through the trainings and courses they get, internships they attend and the part-time jobs they do during their lifetime. They consider the workplace as an opportunity to learn as they believe in the importance of the lifelong learning. This generation likes to study expecting that the knowledge would make them powerful. Thanks to the advantage of being a technological generation the employees of the Generation Y do not have any difficulty in researching and may use the information they get for their job. They easily may access to information and use it to solve the common problems of the company they work for. "The Ys have an ability to compile information from different sources and use it to solve the problems filtering out the information they gather as they are exposed to information bombardment since they were born" (Buckley & Beu, 2001). The Y employees want to be led at the corporation they work for and prefer an individual work supported by coaching. The 75% of the employees want a mentor. The 80% of them expect feedback from the executives (Adıgüzel & Batur & Ekşili, 2014). " In order to motivate the Generation Y, who challenge the authority, do not like the orders and hierarchy and not are impressed by the title and position, need a manager believing in and supporting them. As the children who grew up with the family support they want the older staff to be their manager – not their fellows. They need the fellow to have fun in the workplace and set up a pleasant work environment. The Generation Y expecting quick promotions because of their impatient personalities may

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*** The pronunciation of the letter Y in English in the Generation Y is same with that of word 'Why'. In order words, when the Generation Y is referred it is also meant the 'Why Generation'.

easily change the job unless they are promoted. Changing job seems to be a normal thing for this generation. The Ys are not afraid of becoming unemployed as they trust in their families who are ready to support them. The Generation Y, with its character open to change, do not have a difficulty in adapting to the new companies in which they are employed. They try to establish a balance between the business and family life as they care about their families that support them not only at home but during their career. Therefore they prefer working to live to living to work. So the motto of the Generation Y regarding life is the 'first live. Then work'. The members of this generation who are able to do more than one job at the same time and prefer multitasking jobs – even careers – want to be known by their careers not the job they do. The employees of the Generation Y attaching importance to the spiritual values in business life and demanding their opinion to be asked always want to be active in the company. "Instead of being a part of a chain that is unaware of what it is doing, they choose to be in a critical position regarding the vision of the company and involve in the innovation works to improve the company" (Schawbel, 2013). The Generation Y like to make difference but not act in a standard way. They sometimes use the social media for communication and entertainment as well as an information repository in their business. This generation enjoys the competition in business life and intends to work in a competitive environment. As for the performance assessment they demand the differences among the individuals to be taken into consideration. As the members of a generation taking a global point of view, they do not have a problem while working for the companies that have different cultures and diversities. They can adapt to the conditions of these kinds of companies more easily and quickly than the other generations can do. The members of the Generation Y work to become free not for money. They aim to improve their careers together with their seniors coaching them. They lean towards teamwork within the corporation in order to gain their personal goals. The Ys, who want to work for technology-integrated companies thanks to their entrepreneurial and innovative spirits, prefer using instant messaging and e-mail. Initially they may discourage the companies because of their different personalities. But soon after they start to work, they may make a breakthrough for the companies that achieve to obtain efficiency from them. The way to keep the Ys in the company is to motivate them. The Generation Y is the largest generation of the world as most of the members are online to meet their needs, maintain their daily activities and even set up a business and make money on Internet (Anderson & Kennedy, 2006). The total population of the Y generation is 1.718.260.527, 877.301.291 male and 840.959.236 female. The population rate of this generation, which is the largest generation band, to the world population is 23,9 per cent. (https://www.census.gov/population /international/data/idb/worldpop.php Date Accessed: 13.06.2014)

5. Generation Z

The Generation Z, consisting of the people born since 1995, are also called as Children of Internet, Digital Generation, Digital Natives ****, Media Generation, .com Generation, iGen ***** or Instant Online (Levickaite, 2010). The most distinctive traits of the Generation Z are reliance, freedom, individualism, addiction to technology and speed. There is a great difference in terms of utilizing technology between this generation and the Generation X, who are their parents. The Zs are the children of PC, GSM and Internet. The members of the Generation Z trying to comprehend the rapidly changing world and grow up in it are the generation of the future. The evaluations carried out regarding the Z generation cannot go beyond supposition as they are under age, their personalities are not maturated and it is not known what events may have an impact on them in the years to come. The Generation Z, the children of the Xs that were an important generation, is a complete technology generation as they were born into technology rather than being accustomed to it. They have been equipped with the technological devices since they were babies. The advancement of technology is the most distinctive trait of the Z generation. Launching of the perpetually advanced products of the Apple company which are not like the others, the Facebook hitting the markets in 2004, the Twitter used by millions of users and other social media such as Instagram, Pinterest and Foursquare – especially used by the young people – have become an important part of life. It is estimated that the social media would leave impacts and cause addictions on the members of the Z generation. The members of the Z generation who were born into a techno-global world can get contact with any person in any location of the world in seconds and share information. The Zs that may be called as the technology addict have a command of Internet

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**** The Digital Natives term refers to that the members of the Generation Z, unlike the previous generations, were born into the technology instead of being accustomed to it. The generations before the Zs, especially the Generation Y, were not born into the technology but accustomed to using it later though they utilized it actively. They are called as the Digital Immigrants. But the Generation Z, who were born into the technology and considered it as a part of life, are called as the Digital Natives.

***** With the iGen naming, it is referred to the products the Apple company introduced to the market in new Millennium. The Apple launched music player iPod in 2001, the mobile phone iPhone in 2007 and the tablet computer iPad in 2010. The generation is named as iGen as these products are used intensively.

technology, play Internet-based games, socialize on Internet environment, like to be online 7/24, get information from Internet and share continuously something. The members of this generation accessing to any kind of information on Internet they need are supposed to be the most connected generation ever born. The Generation Z perceive the technology as a part of usual life but not an innovation, convenience or a requirement one must be accustomed to. It is also defined as the GSM-based generation. This generation, which want anything to happen quickly and instantly because of the impact created by the advancement of technology, is impatient exactly like the Generation Y. Their attention span is short. One of the positive traits contributed to this generation by the Internet technology is that they are able to be interested in more than one subject at the same time. As their ability to be interested in more than one issue is highly advanced, they are thought to have the highest motor skill synchronization for hand, eye and ear in the history of humanity. The Zs like activities and games allowing creativity. Their most distinct traits are socializing through Internet, consuming rapidly, practicality and speed, interactivity, efficiency, dissatisfaction and being result-oriented. They suppose anything possible in the World and can do everything thanks to their equipment. Their self-reliance is high. They tend to be efficient and innovative. They are expected to live under better living standards, longer and be wealthier than the previous generations thanks to the advanced technology. The Zs still continue to study today. As compared with the previous generations they start to be educated at the earlier age and get a developed and planned education. They may benefit from the advantages of the education they get in business life. Just a few of them can work because of their age. Based on the specified traits of the Generation Z, they are expected to have characteristics such as multitasking, efficient technology utilization, individualism (not to like the teamwork), creativity, global point of view and preference of non-standard and personalized works. The aforementioned traits cannot be beyond a supposition as the economic and political processes that may be arisen when the Zs reach the working age.

Differences among Generations in Business Life

The members of generations who were born in different eras and grew up under quite different conditions may exhibit behaviours depending on their traits when they get out to work. The differences among the viewpoints of the generations regarding the business must be known and these differences must be steered as the gap among the generation is shortened and consequently sometimes 3 or 4 generations have to work together because of the changed conditions.

The Table 2 compare the traits of the X and Y generations, which are the most effective members of the working life, regarding the business life. In this table only these two generations are evaluated because the members of the Traditionalists and Baby Boomers have already retired or about retiring and the Z generation has not yet started to work. Therefore these generations were excluded in evaluation.

Comparison of Business Values and Viewpoints of Generation X and Y regarding Business Life

Business Values and Viewpoints regarding Business Life	Generation X	Generation Y
Basic Values and Beliefs regarding Job and Company	Work to live. Work wisely rather than working long hours, Request for structure and guidance Scepticism	Living comes before working, Working much by having fun, Multitasking, Entrepreneurship, Tolerance for diversities
Educational Background for Success in Business	A road to be able to go there	Incredibly high-priced spending
Career Improvement	A flexible career, A proactive approach to career improvement for more promotion and experience within and outside corporation, Willing to know all options	Parallel (Multiple) careers, Entering business life with more experience, Asking opportunities and experience, Often and quick change in career goal

Working Style	Working until obtaining a result, A mentality 'Let you have a life', Adaptation of office and home to flexible picture, Flexible working style	Short-term and flexible working, Willingness to designate workplace and time, Adaptation of office and home to flexible picture, Changeable working style
Communication Style in Job Environment	Informal, direct and electronic communication Need for feedback, Communication with customer through e-mail, Seeing the colleagues as friends, Open communication with colleagues to solve the conflicts	Quick, informal, direct and advanced technology-based communication, Communication with customer through e-mail, instant messaging and messaging. Purpose-oriented and motivation providing communication, Informal and social relations with colleagues, Discussing and challenging in case a conflict arises
Loyalty to Corporation and Job Changing	Changing job if necessary, Listening to inner feelings	Job changing is an expected event
Balance between Business and Social Life	A clearer balance between family and work	Not only balance between business and life but also among business, relations and personal improvement Flexible hours. Work sharing
Job Expectations	Needing cause for task, Needing or seeking a connection for another position	Pleasant working environment, Desire to make difference
Education, Development and Consultancy	Willingness to know what's exactly demanded, Flexibility in learning, Informal team structure and working independently with less control, Leadership mentality based on talent and skill	Willingness to take risk. Ignore making mistake and consider it as an education, Teamwork, Training with fun, Individual work through control and guidance, Leadership based on harmony and unity
Feedback related to works carried out	It would be sufficient to describe the general structure of the task thanks to their self-sufficient personalities	Teamwork, Asking feedback
Authority Concept and Corporate Structure	Less confidence in authority Not to be affected by authority, Changing bureaucratic rules	High confidence in authority, Not to accept bureaucratic rules, Respecting the authority that may enable them to improve their talents

Technology in Working Environment	Technology must be utilized if it is necessary to achieve, Using mobile phone and laptop, Utilizing Internet for researches, Checking e-mails and mobile phones for 7/24	Willingness to work with up-to-date technology, Utilizing technology as a tool to fulfil a better work, Creating database and utilizing Internet to research and set up network, Checking e-mails, mobile phones and instant messages for 7/24
Retirement	The mentality 'I may retire earlier if I save my money', Desire to have different experiences and careers	It remains uncertain though it has traits similar to those of Generation Y
Motivational Tools and Rewards	Freedom Fun Fair remuneration, Extra earning in return for extra working, Enjoyable atmosphere, Let them question authority and experts	Personal Satisfaction, Opportunity given to take responsibility of a project and be part of team, Need for entertainment and control over environment, Meaningful work, Becoming a hero, Working with creative people, Flexible working, Gaining new skills. New learning opportunities
Diversity inside Corporation	United	No race for majority
Give me more.... in work environment	Time	Acknowledgement
Job	The fastest way to get result	Satisfaction
Career.......	It is a part of mine	It is an opportunity to be appreciated
Basic Demand regarding Work	Being enterprising.	Follow a hero.

Table 2. Comparing Traits of Generations regarding Business Life

Proposals and Conclusions concerning Management of Generations X and Y

In today's techno-global world the thousands of companies from all countries compete in a giant global market. The companies, operating in an environment where all the technological conditions are similar or same, all the features are easily and rapidly imitable, the number of the conscious customers is high and many competitors exist, may build different human resources. Where all the technologies and conditions are imitable in today's business life, one of the most important elements of a company that is not imitable and adding value to it is its employees. The employees of a company are highly important people as they could sustain the company. Therefore the traits and expectations of these individuals must be known and the human resources strategy of the concerning company must be implemented in this direction. Today the most of the employees are composed of the members of the Generation X and Y. Identifying the characteristic features and their point of view regarding business life of the aforementioned generations is a facilitative condition in order to motivate and manage them. Though the business principal of the Xs, who are the transitional generation in terms of getting

used to the advancing technology and intending to balance between the work and family life because of their workaholic parents, is to work to live they have high self-confidence and tendency for teamwork.

The Xs considers the career improvement as the most important condition. They like to change and demand the change in their workplace. Satisfaction of their expectations and providing of motivation is highly significant to ensure their permanency at work as they quit the company easily if they cannot find what they expect. Today the youngest member of the Generation X is 35 while the oldest one is 49. Some of the conditions ensuring their motivation inside the company are as follows:

Existence of a structure caring personal development and providing improvement opportunities,

Enjoyable and freedom-based working environment,

Proposing flexible working hours,

Proposing skill-based promotion opportunities,

Giving orders clearly and explaining expectations when a task is commissioned,

Leaving them alone and free so that they could carry out the work after the detailed information regarding to a stint is given,

A perpetual feedback concerning the works they have completed,

Existence of a flexible working style so that they could balance between business and family life,

Questioning the authority when needed and giving freedom.

Aforementioned conditions enable the motivation of the Xs, set ground for fulfilling of the jobs by the employees and contribute to development of both company and employee. For the members of the Ys, who are well educated, seeking for learning opportunities, are inquisitive and innovative, the two most important issues are a career creating value and existence of a leader who may guide them in accomplishing their career. Like their elder sisters and brothers, namely the Generation X, the Ys may easily change the job unless they can find what they expect. One of the advantages of this generation is the existence of their families willing to support them when they intend to change their job. The basic questions asked by the Ys so that they feel satisfied from any job are 'Is this job satisfactory and interesting?' and 'Is it meaningful and important to work in this job?' (Kaye, 2012). They would not remain at the company and be motivated by money if the answers of these questions are not positive. Some of the conditions to be taken into account to motivate and ensure the achievement of the Ys, whose youngest member is 20 while the oldest one is 34, are as follows:

They must be guided by an senior export so that they could improve their career,

Orientations and recommendations regarding their career by a staff whom they may consider as a leader within the company,

Ensuring the conditions such as flexible working hours so that they could concentrate on work better, easygoing in appearance and behaviour, sparing more personal time in company, determination of working hours and place by themselves and comfortable working environment,

Letting them establish an enjoyable working environment with their fellows,

Details of the task given. Description of the objectives and providing open-orientation,

Feedback regarding the works they do is essential,

Establishment of responsibilities so that they may express themselves and prove their distinctiveness,

Performance evaluation must not be based on the criteria such as seniority or working hours. It must be evaluated according to individual differences such as achievement, creativity and innovativeness at the end of the operation.

Proposing a working environment in which they may spare time for their families who are very important for them and establish a balance between their family and business,

Opportunities to create meaningful works,

Not allow them to be passive relating to the important issues of the company. They must be allowed to participate in operation and given chance so that they could be successful in this operation.

Supporting the team work so that they improve their career and achieve their personal goals,

Allow them to work with bright and creative individuals to widen their horizon,

Turning the information sharing within company into a culture.

The Ys have a capacity to be able to create big values for the company provided that aforementioned conditions are ensured. A manager, who has worked with the Generation Y and been able to ensure the achievement of the employees and the company, is the lead manager stating about the speed of the work and give information on it to the Generation Y as well as focusing the results of the job they carried out. When the factors motivating the employees are considered, it is observed that ensuring a perpetual improvement of their careers and providing an easygoing working environment to them are required for both Ys and Xs. Though the expectations of these two generations may be seen and criticized by their grandparents, who are loyal to authority, and the Baby Boomers, who are their workaholic parents, as caprice or laziness, these expectations should be considered as a new requirement for the current business life which is technology-driven and global-focused. These generations are not likely to be managed by the old business strategies as they are much well educated than the previous generations, specialists in their fields, can easily access to information thanks to their high command of Internet and technology, thus creating differences. It is predicted that the companies that are able to establish business environment in accordance with the expectations of these generations and motivate them may be superpower in the future thanks to these success-oriented employees.

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COOPERATION AMONG NATIONS: THE CHALLENGE OF CONTEMPORARY PHILOSOPHY

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Abstract

As existential beings, first of all, the individual needs to live ("Primum vivere, deinde philosophari, says a Latin proverb) and to build unlike other beings, because he is the only one capable to produce ideas and thoughts, a world with culture, which plays the role of oxygen and makes qualitative difference from the other beings. Human existence has its foundations in the cooperation of the society despite racial, linguistic and cultural differences. In circumstances when material assets, nowadays in the world, are characterized by certain limits, this cooperation remains an inexhaustible source that has enabled major breakthroughs in human society from one era to another, until currently. In the circumstances of the development of Albanian society and of the realization of a number of reforms in all cells of the social and economic life of the country, cooperation remains "Archimedes lever" through which it can be further deepened the European integration process. The subject aims to address one of the fundamental problems of society; cultural pluralism in society and the views around it, which are influenced as a vital plat full of nerves, such as in theoretical – philosophical field, along with activities in daily life. Violation of this pluralism will affect the very foundations of human society because the case that nourishes and treats the science of philosophy has to do with the evolution of humanity's self-understanding from his birth, to the current developments and that of the expected eras.

Keywords: Cooperation, culture, nations, society, people, globalization, pluralism.

Introduction

Ever since its beginning, I want to emphasize the idea of the challenges that human society must afford, therefore I have used the scientific findings that match the philosophical ones, but always propounding step by step and with optimism laborious ways through which society will need to successfully face the awaiting problems. In the center of the topic, remain the values of cultural pluralism. A distinguished place in the study treatment occupies the appearance of the phenomena of globalization and transition in post-communist societies struggle, as well as in Albanian society.

Globalization gives us the opportunity to present some approaches on the usefulness and its opposite sides. The phenomenon of globalization cannot exclude either the format of culture on a global scale, like in technological as well as sociological fields, without excluding the area of philosophy which at no time and circumstances could not be locked in an ivory tower, but stands as always on top of social developments. Imposition of global culture, especially from the most developed capitalist countries with a consolidated democracy, may not find the proper terrain and berth for a number of reasons, which interconnect by a series of developments in other fields of science, culture and production, still not at the level of these countries. Every new phenomenon in human society causes immediate effects on attitudes for and against her, because it cannot take place immediately, but gradually replaces old values with new ones, and naturally one of these occurrences is globalization.

The breadth of the topic warrants a rant against the wishes to highlight phenomena and arguments which, as is known, as our life itself are endless. The consequences of globalization on the pluralism of the cultures can have a flattening trend of values and characteristics that each nation's culture bears. In today's world, it is a clear reality the communist ideology's and of one of the most powerful philosophical spurts of the last century's failure, which brought major consequences and changes in contemporary human history. But, meanwhile, I want to underline the risks of problems and conflicts' solving through the use of force and violence, because there is no greater paradox than the development of wars in the name of peace, as for the understanding of the life of a particular individual as well as for the one of the life of various nations. Study finds room to convey the conclusion that the mosaic of cultural pluralism remains the greatest asset of human society which not only does not endanger any nation or any people, but it also enriches them and elevates the demands of the democracy to a higher degree.

Today's world and its problems

With its peaks and splendors, the philosophy of the 21st century "faithfully" transmits to the human generations the models of achievements of the philosophical thought of the past, abandoning conservative or vulgar views as being worthless,

which once more chew the knowledge of the philosophy of the past, at a time when a capable mindset is required to cope with the conflicting reality of today's world. On a superficial view, the development of human society is mistakenly provided as a rectilinear development. At the forefront of human thought, defining and proving the emergent needs and requirements and the perspective ones of the society, the spiritual, economic, material and political needs, philosophy stands and leads. Its supremacy over other sciences is manifested in the attributes that it owns in relation to inventions and tools that the person uses to benefit himself.

Conflicts between the civilized world and the less developed one, are conducted at a time and in an era that may well be termed as the era of globalization, with the intention that our world is considered as a common home, or a "big family". It is the duty of philosophy to guide the human society towards prosperity and the future. The nowadays' philosophy, like in the operative room, expect a sharp host of problems from which is suffering for a long time the society of our era; the perspective of the society's globalization, technological imbalances between developed countries with advanced industry and the majority of underdeveloped countries, financial conflicts due to the use of raw materials from developed countries, labor exploitation of underdeveloped countries, conflicts for political reasons or because of cultural, religious differences, etc. The today's world is changing with fulminant rates paving the way for a "new" world system, globalization, by which we mean the process of increasing the interdependence between societies, nations and different countries. There is no doubt that technological innovations in the field of information and communication, are playing an incredible role in today's integrations in all fields of social life, so as not in vain, the internet is considered as a synonym of globalization.

Globalization is one of the challenges for which, we tend to present as a new spirit in the world politics and as a progressive phenomenon, with hope and faith that it will contribute to the improvement of the people's life, simultaneously and we also face with arguments that appeal to conflicting assessments. This is because; small countries are exploited by the big ones, from the human resources to the material ones, by the ruthless competition of technology and competitive capacity that these places own. Penetration of the international capital carries in itself also the risk of national economies of developing countries that may lose the role of evaluation and implementation of public policy. The changes of transition and social transformation of post-communist societies of Europe are part of the process of globalization. For this reason, globalization is indicative of the fact that the world system today can integrate, in different ways, different societies and civilizations, regardless of their authentic settings.

Globalization in these countries, as in all post-communist societies, above all, is unveiled as transition and social transformation, phenomena conditioned by complete social transformation, specifically with the restructuration in the field of social productivity. The processes of transition and transformation are not linear and simple. For the reason that they develop through a series of rapid and important changes, they appear more complex also with their respective features. Transition is a radical change of the steering and prior system of society. Another condition for the progress of the transition is also the successful international integration. The efforts to establish democracy are attempts to organize societies, in order to be able to realize the absorption of new social values and functioning of the legal state in complete harmony with them.

In contrast to the features of the preceding centuries, where philosophical debate was more diversified in efforts to guide the perspectives of the world and human society, where the most prominent schools during these centuries, of the materialists or idealists, of the metaphysical or dialectical, intuitional and rationalists, created a strong tradition, today's world is experiencing armed conflicts (an era in which emerge more generals and leaders of armies than the philosophers) where not rarely, violence and the law of the fittest prevails, where indeed victory can belong even temporarily to the fittest, not to the one who has the right. The models of the power triumph blur the human reasoning and badly compromise in everyday life the mission of philosophy's science itself, which is feed for unscientific and anti-historical interests with the poison of evil and the triumph of unreason, causing "the immense human family" of the globe, thousands of human lives lost, grievous plagues and retrograde non-civilizational archetypes of violence.

The today's philosophy has overcome the expectation of Hegel that stated: "Any philosophic system is the philosophy of its era, it represents in itself a link in the chain of spiritual development, it may therefore only satisfy those interests that correspond its own era" because the philosophy is not primarily just the science that focuses on current problems. Being "daughter of the time" it "swallows" and processes the experience of the past, faces the present and lightens the future as harbinger of a new world. In this sense we would compare it with a comet, in which we distinguish the tail, body and its fiery head.

Thus, all the sciences, and better than many of them, the philosophy has all the possibilities to merge into a common denominator the cultures of different regions of the world with the mission and purpose to pave the ways of peace and prosperity of human society. Respecting different cultures, different opinions, views and various differences, it, better than

any other science, can and should invite to the round table of debate and consultation on finding ways to development and progress, not only some countries and nations, but all the nations with different cultures, ideas, colors and races.

Conflicting realities strongly raise the need of argument, first of all, the human idea that, dialogue and cooperation among different philosophical cultures, is not anymore a matter of preferences or desires between "bearded philosophers", but a necessity and trait of our modern time. In the first row at the top of this "war" must be put philosophers, who process new perspectives to create a sound philosophical consciousness, acceptable and useful to all the people of the world, closely linked to the highest values and heritage of humanity. In this regard, philosophical concepts will compete with dignity facing technological, scientific and political developments of human society. The thematic of our era has no time to lose on launching empty and without perspective thoughts.

Science warns of the destruction of the planet and our human life itself. The bitter truth cannot mitigate even the words of one intelligent mind as the one of the Russian scientist Konstantin Çelkovski, who, speaking in the beginning of the twentieth century for this phenomenon, had said: "The earth is the cradle of humanity, but it does not mean that the man will live forever in his cradle", prophesying the upcoming interplanetary travels adventure. Since philosophy is a fluid "subject" of the human mind, soul and its self-understanding and that enjoys the attribute of eternity, it will surely know how to find the most appropriate solutions for human existence.

But our society is occasionally threatened by catastrophic wars, at a time when many philosophers of before and after World War II had provided our century, without wars and violence. Today's realities proved that the phenomenon of violence and wars are still considered as a way to secure peace, thus, an extraordinary paradox, where peace, like a general good should be protected and achieved through war. Not only in the military – political various analysis, but also in philosophical views, most of the different causes of the violence usage and conflict appearance often wear the attire of the violent clash of cultures between nations East - West, or those of the different regions, which not only promote, but also nourish and inspire them.

Being so, it is up to philosophers to demystify the causes of their cultures' clash until the limits of violence and war manifestation. In this view, the philosophy of the time presents its two sides; the entirety of different cultures of people, with their traditions, customs and morality, and the common existential need to face and overcome the challenges of the time.

Yesterday and today – cooperation bridges

It is undeniable the fact that, through the influence of philosophy, thought, culture, art and science of antiquity to the Middle Ages in Europe, East played an irreplaceable role in maintaining the continuity of Western civilization. "No doubt that in capillary form- says Edgar Morin there have been a thousand flows between the Muslim world and Christian Europe, which benefited from the economic and cultural radiation of Islamic civilizations in their first splendor". Kenneth Clark, in his book devoted to civilization, says: "The flip of civilization could have lasted very long, but in the middle of the seventh century appeared a new force, which had confidence, energy and willingness to triumphing as well as an alternative culture - Islam".

Exactly from the fact that to which source remained loyal the Western civilization, depends also the development potential of its dominance. But Western civilization, some of its resources on which it is established, has surpassed, therefore we cannot say that they have the dominant force in today's worldview thinking. Religious sources (Christian) can be seen as one of those resources. Western civilization represents a mentality and a plurality of values that have made the reassessment of the human's position in the universe, outside the traditional worldview. The leading and transformative role of Western civilization conveys trends to affirm the need of change and of substitution of values and norms, the repeal of the traditional dominant ideas, using all this as ways to creating a "new view on the world."

The non-religious nature of Western civilization is described allegorically and beautifully by Erich Fromm. The Christian hero and the pagan hero are two concepts, through which, Fromm symbolically illustrates non-religiousness of Western civilization. According to Fromm, "The Christian hero was a martyr, because, according to Jewish tradition, the highest heroism is to sacrifice your life for God or your neighbor". The foremost that characterizes the martyr, is to be, to be committed, to share everything with the neighbor, while to the pagan hero is to have, to subdue and force. In this context, the pagan hero is the strongest metaphorical symbol that describes the nature of Western civilization, because, as said by Fromm himself, "it is not necessary to prove that the history of Europe is the history of conquest, exploitation, of violence and subjugation." In the question that Erich Fromm sets in his book "To have or to be" that "Is it truly the Western world Christian"?, he answers: "Although this question is usually answered affirmatively, a profounder analysis shows that Christianity in Europe has been in a considerable degree a mystification" Fromm, approximately as Edgar René Guenon and Edgar More , talks about a limited Christianity between 12th and 17th centuries. "The short period of Christianity ended"

continues Fromm "and Europe returned to its original paganism". In support of this thesis, he also lists the tradition of celebrating the Olympic Games which convey the spirit of Western paganism, games that increase the pagan hero's glory.

However, apart from the transition to industrial society, today's era also creates conditions for testing of philosophical concepts as former of human society's development. Through progressive philosophical views, are created the conditions for "cultural evolution" of human society, and the philosophical as well, for a development not in a straight line of human society, but contradictory and complex, which preserves and ensures the diversity of viewpoints and concepts of different cultures that come and blend in the common philosophical river of human society as the earth holds and feeds in her bosom underground diversified resources, so useful, which will contribute, in the common dining table of nations, where , as the German philosopher Martin Heidegger used to say, the parties in dialogue will ascend each-other. Today's era except the transition to the industrial society, also creates conditions for the testing of philosophical concepts as an anticipation of new developments.

The acquisition of Philosophy requires determination and perseverance, the fruits of this "magic tree" cannot be enjoyed on the spot, but their taste will not fail to appear during vital processes. It is important to understand the fact that its acquisition is not a sporadic process, which takes place only in the classrooms or in separate periods or seasons. Feeding the mind with new ideas is similar to the process of nutrition as a biological need. Otherwise you have chosen backwardness and "death".

Conclusion

The man fed by philosophical ideas can convey messages far more important to society than another who owns a limited scientific culture. Artistic creativity that is fueled by the philosophy transmits to the readers a deep knowledge, wisdom and concepts that turn into weapons for a successful management of the life's problems. Such a generalization applies to any field of knowledge in relation to philosophy.

The challenges of the time constantly seek the acknowledgement of views and concepts of various eras' philosophers on the notion of the truth, on the being and the existence, nature, time, space, soul and God. Besides the known problems, philosophy must also face many problems of the modern era; globalization effects, the contradictions of our era, the trends of the cultures of society as development or as collision with each other, the peaceful coexistence, etc. Statements like those of French philosopher European Renaissance Jean Jacques Rousseau, that: "Man is born free, but dies enslaved", serve as seeds, which show the risks that human society must overcome.

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Teachers: key factors for preparing students to contribute in a democratic society

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Abstract

Kosovar society is facing social reforms. Deep reforms are being conducted in the field of education. Education in Kosovo aims to prepare its citizens to live in a democratic society. In this context, teachers have a major role. Through civic education, they have the opportunity to help their students develop the knowledge, skills, attitudes and values required in a democratic society.   The purpose of this study is to present the teacher's role for preparing students to contribute in democratic society. Also, in this paper we will present the opinions of the students about the role of their teachers for citizenship education. The research was conducted in 142 primary schools in rural and urban areas. The research included Kosovar students of different nationalities, social backgrounds, religions, genders, etc. A standardized questionnaire has been used for the research and, as the research involves a rather large number of respondents (1700), we consider that the findings of this survey are representative of all primary schools in Kosovo. In each of the schools where the research was conducted, an eighth class was selected, and within that same class, 10 students were selected to participate in the research. The selection of classes was done based on the following criteria: in the first school, the first class was selected, in the second school, middle classes were selected, and consequently, in the third school, the last classes were selected. This method was used in all the schools included in the research. Students were selected randomly applying thus the principle of random sampling.   Analysis of the data shows the teachers' role in preparing their students to overcome the challenges they face, and on the other hand, their role in preparing their students in democratic spirit. In the end we can say that the findings from this research will help teachers and other relevant stakeholders to develop democracy and promote its values.

Keywords: Teachers; Education; Democracy; Students; Kosovo.

Introduction

The new millennium is characterized by the rapid developments in science, techniques, technology and profound social changes that are a result of these developments. Moving forward along with these changes, the education continues to be the safest option. A different and qualitative education would help different population to become part of a large European family.

Since Kosovo seeks European and Euro-Atlantic integration, the only safe way for Kosovars to achieve their goals is the education of young people in a democratic spirit. Considering that the most significant institutions for education of the young people in Kosovo are schools, therefore, their role and the teachers' role is undeniable and irreplaceable. Teachers should care about education, awareness, information, training and equipping students with knowledge, skills, attitudes and behaviour which enable and empower them to exercise and protect their rights and responsibilities in society. "If you ask teachers what their job is, they will overwhelmingly emphasize the importance of their work in the classroom: teaching students fundamental knowledge and skills to develop proficiency in a subject area and fostering attitudes necessary to equip them to be productive workers, lifelong learners, and responsible citizens (Zmuda, 2004, p. 8)". In addition, teachers prepare their students to appreciate the diversity and equality among people, to play an active role in democratic life, as well as to protect and develop the democracy in our country. Also, teachers with their work and commitment encourage social cohesion, and evaluate the changes, especially among religious and ethnic groups by resolving disagreements peacefully, respecting the rights of others, fighting all forms of discrimination and violence. However, one should not forget that, to achieve these objectives, professional preparation of teachers requires additional knowledge.

The main purpose of this paper is to present the role of the teachers in preparing students to contribute to a democratic society. Also, this paper will talk about other issues dealing with teachers as agents of change, the steps being taken on permanent development of the profession of teachers, etc..., and will present the results of the field research that relate to students' opinions concerning this issue. Their opinions are substantial knowing that students are teachers' best assessors.

The outcomes of this research show that teachers are key factors that enable and facilitate the preparation of the Kosovar youth to be responsible and active citizens in order to contribute towards development of a society with democratic values.

In our opinion, considering the overall situation in Kosovo, according to democratic principles, the focus on scientific research related to civic education is of particular importance. Through these surveys we can provide data, analysis of which create a clear picture regarding the overall changes on the field of education in general, and in the development of the democratic processes on particular. Even under the European Council Charter on education for democratic citizenship and human rights, member states are encouraged to start and foster researches on education for democratic citizenship and human rights. These studies will help to recognize the current situation in this field and to provide education stakeholders, policy makers, education institutions, school administrators, teachers, students, non-governmental organizations and youth organizations with comparative information that will help them to measure and enhance the effectiveness and efficiency of their work and practices.

In this context, we can say that this paper of ours is a modest contribution that addresses the role of teachers in preparing students for the development of a democratic society that will encourage and motivate teachers to prepare new generations of trained life and to contribute to the development of democratic processes in society. On the other hand, this paper will be one more reference in the wake of studies conducted in the field of education.

The results of this study and other researches that were conducted regarding the role of teachers for development of a democratic society of Kosovo students are very important to the overall social, political and cultural time and circumstances that we are living today.

The questions raised here are the following: Do students have the opportunity to express their disagreement with the teachers? Are they encouraged by teachers to take their own decisions? Do students have the opportunity to express their opinions freely? Are political events of Kosovo and international context discussed in class, etc?

In the end we must say that, while schools continue to be the main institutions to educate students not only for democratic society but also for their general education and preparation of them to live as decent citizens of the 21st century, the role of teachers on civic education continues to be essential.

Teachers and democratic citizenship

The schools, teachers and learning are factors that have special importance in preparing students for their roles and responsibilities as citizens of a democratic society.

According to Neubeck and Glasberg (2005) "schools reproduce the dominant culture of society by socializing students about what is valued and appropriate in the culture and what is not (p. 154)." In school, except the knowledge for democracy, students gain knowledge and democratic values as well. Therefore, teachers should create an environment where students exercise their rights and responsibilities, feel comfortable and safe, an environment where teachers create an opportunity to discuss some topics where students can express their opinions and their understanding for democracy and an environment where teachers are open to ideas and opinions of their students. According to Christenson et al.(2001) students must practice forms of civic discussion and participation consistent with the ideals of citizenship in a democratic republic (p. 32).

Also, teachers will create a classroom climate where such will promote tolerance, solidarity and readiness for cooperation. This will be achieved by:

encouraging students to analyze the basic concepts related to democracy.

encouraging students to express their feelings for democratic values.

encouraging discussion among students in their class for different views relating to democracy, ethnic tolerance, religious tolerance, respect for others, minority rights, civic rights and responsibilities, cooperation, etc.

encouraging students for participation in political and cultural life, etc.

To achieve these objectives, teachers must engage in equipping young people with different knowledge about the values, characteristics, and the role and importance of the development of democratic processes in a society. It is the obligation of teachers to prepare students to deal with various challenges that are the result of major changes that are occurring around the world today. Thus, teachers will help students to be prepared that they themselves are agents of change in the future.

On the other hand, teachers need retraining, self-preparation and self-education in order to have the opportunity to be in step with the demands of time regarding the profession of teachers. They are asked to ensure that their education is conform the time demands on one hand, and on the other hand, teaching is different from the past.

According to Fehr and Fehr (2010), successful teachers want to be better or at least to teach differently tomorrow than today, and they are constantly looking for ways to make this happen. This perpetual search is not prompted by any desire to be deemed exceptional or bestowed with honorific accolades, but by recognition of the fact that every teaching act is unique, and modifications (and sometimes even abandonments) have to be made for subsequent engagements (p. 51-52). Also, we must not forget that "authentic teachers are always personally present in their teaching. They know that who they are has a tremendous influence on determining how they teach, and they are always alert to the implications of this reality for student engagement and learning. They readily admit that their personas may sometimes be problematic for some students and facilitative for others. They don't try to remove themselves from their teaching (this is impossible anyway) but try to broaden their repertoires of personal being to generate more instructional variety and diversity (Fehr and Fehr, 2010, p. 52)".

For preparation of a knowledge society, teachers must change themselves first and then the methods of teaching, because John Dewey was saying: " ... if we teach today as we taught yesterday, we rob our children of tomorrow ... " (Peake, 2010). Connecting to Dewey's saying we will say that all the reforms that are being made in our country, however, should be aimed at teaching different from that of the past, in order to not "steal" the future from our students. Teachers constantly have to think about the role and responsibilities that they have on students' achievements in all walks of life and not only for the success of their education for democratic citizenship.

According to Oakes and Lipton (2003) "teachers entering the profession in the 21st century are motivated by all the traditional reasons for teaching – a desire to help, a love of working with the young, pleasant memories of one's own schooling, fun, the intellectual challenge, a passion for the knowledge one gets to teach, an opportunity to "give back" what one has received, a paycheck for an honest day's work – the list goes on. But to these traditional reasons for teaching, many new teachers, will add another season – teaching for social justice – teaching to change the world" (p. 430). To change the world, teachers must achieve the objectives of the 21st century related to teaching and learning.

Who can help teachers in achieving their objectives?

Being in a transition phase, the entire society of Kosovo, its institutions and responsible individuals, especially those whose profession is connected directly to the education of young people must commit to completing the transition and prepare citizens for progress of a democratic society. In this context, various national and international documents support and obligate teachers to be successful in preparing their students for the advancement of democracy. Approval of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights obliges teachers to engage seriously in preparing their students for the development of democracy in Kosovo. Charter is an important reference point and an important tool for teachers and all other individuals involved in education for democratic citizenship and human rights. Charter encourages and obliges teachers to work in this direction (Karta e Këshillit të Evropës për edukimin për qytetari demokratike dhe për të drejtat e njeriut, (2010).

In order to educate and create citizens of the 21st century, teachers are aided mainly by the social sciences in general and the subject of civic education in particular. A focus on civic literacy is a key part of 21st century skills. According to Taylor and Fratto (2012) core subjects and content are at the center of student learning (p.22). In this regard the subject of civic education, which in the Republic of Kosovo was formed as a separate subject, in this regard has a great role and importance. It represents one of the main sources of positive changes of civic awareness. The content of this course provides opportunities to our students, first and foremost will be educated to respect each other, to respect human rights, to express their opinion freely, to be participants in various social organizations, equality between people regardless of age, gender, political or religious affiliation, etc.

In these profound social changes and reform processes are found schools of all levels in Kosovo and University of Prishtina as well, where the Civics course has had and continues to have an important role. Its substantive content has a direct impact on the preparation of young people to overcome various difficulties and to understand the reasons and needs for deep social changes and to understand the reform process. This course helps the preparation of Kosovo citizens based on democratic principles.

Besides the subject of civic education, the Ministry of Education has prepared school curriculum and various materials to assist teachers in preparing and equipping students with knowledge dealing with democratic citizenship. Even a number of activities or training seminars organized in urban and rural areas of Kosovo have shown to be significant in this respect. Taylor and Fratto (2012) have concluded that our educational system must reflect our student's world or we will not only miss the opportunity to capture their attention, but also forgo their full potential to learn and grow (p.8). On the other side Brophy, J. (2010), talking about the role of teachers said that various studies have shown that the enthusiasm of teachers affects student outcomes. In this context, we should mention that teachers are very important to us because we are born

small, defenseless, unthinking children. We must be taught to be thinking, competent, legal persons and citizens (Goodlad, 2001, p.12).

According to Fehr and Fehr (2010) "we must work together to achieve our common goal of raising for our nation a thoughtful, creative, well-educated, well-socialized citizenry (p. 23). In this regard, teachers have a key role.

In the end, we can say that all of these and other tools and materials help teachers to achieve goals for 21st century education issues.

Research Methods

For the realization of this research are used findings of a research project called "Concepts of citizenship among primary school students in Kosovo." The project is implemented by the Kosovo Education Center (KEC), Zurich University of Education and the University of Prishtina-Faculty of Education. The research used qualitative methods, quantitative methods, literature review, observation, and statistical methods.

Participants in the survey were the teachers and eighth grade pupils of Kosovo primary Schools. Teachers were of different ages, but most of the students involved in the survey were of age 15. They belonged to different ethnic and religious groups. The students were from urban and rural schools. The number of respondents is quite large. (See Tab. 1).

Table 1: Demographic statistics

No. of municipalities	No. of schools	No. of respondents	Area	%	Year of birth	%	Gender	%	Ethnicity	%	Religion	%
36	142	1700	Urban	49,4	1988	0,1	m	52,6	Albanian	87,1	Muslim	88,6
			Rural	50,6	1989	0,1	f	47,4	Serbian	7,4	Catholic	3,9
					1993	0,1			Bosnian	1,4	Orthodox	6,9
					1994	0,1			Turkish	2,0	Of no religion	0,4
					1995	0,1			Goran	0,4	Other	0,2
					1996	1,7			Roma	1,0		
					1997	23,0			Ashkali	0,4		
					1998	63,9			Egyptian	0,3		
					1999	9,5						
					2000	1,5						

In the first phase of research (2009-2010), the main instruments in the research were questionnaires for teachers and students (during the pilot phase) while in the second phase of the research (2011-2014) are compiled questionnaires for students only. The questionnaire includes several sections such as: section on schools, section on school curricula, section on the rights and responsibilities of citizens, the section for grades, etc. Each of these sections of the questionnaire can be functional even if analyzed and studied as part of the special research; hence, all sections of the questionnaire, analyzed separately from each other can freely appear as particular works.

The first procedure of the research was the preparation of questionnaires for teachers and students. Then the pilot project was conducted in four schools of Prishtina. After completion of this phase of the research, data from questionnaires with SPSS program were analyzed, and some of the results of this pilot research are published in the form of a report. In the second phase of the research are also prepared questionnaires for research. Then it was developed a field research.

After completion of field work, a database of 1700 questionnaires was created. The questionnaire which we have adapted to our needs has been standardized, and prepared by "International Civic and Citizenship Education Study".

It should be noted that students' questionnaire responses were confidential. The questionnaires were designed in such a way that anonymity of students is maintained. A similar policy was applied in preparation of questionnaires for teachers; however, the questions for teachers have been different.

These data are available to researchers who are engaged in research of citizenship education field. This paper is only a small part of our great research.

Results and discussions

Based on the results of field research in urban and rural schools in Kosovo, we can conclude that teachers are key factors in preparing students to contribute to the development of democracy in our country. Findings from the research represent the opinion of students on the role of the teacher in preparing students in the democratic spirit. Also, according to observation in the field of research it is obvious that teachers influence on students' personality creation continues to be great. Findings from the results of research analysis are answers to our research questions determined in this paper.

In the question: Teachers encourage students to decide in their view, we received these answers: 29,1 responded "often", 26.5% "sometimes", 22.5% "rarely" and 21, 8% said "never."

In the other question: Teachers encourage students to express their opinions, we received the following results: 51.0% said "often", 21.2% "sometimes", 14.3% "rarely" and 13, 5% of respondents said "never".

According Christenson, et al. (ed.) (2001) "teachers are often encouraged to examine persistent social issues and values dilemmas with students as a means of developing the knowledge, skills, and values important for citizenship in a democracy. Social studies provides an opportunity for students to wrestle with many of the issues and dilemmas they will face as citizens in a democratic society: individual liberty versus majority rule, cultural variety versus cultural assimilation, national security versus individual freedom, national versus state versus local community control, worker security versus employer rights, and global business competition versus the national interest" (p. 107). Studying such issues provides an opportunity for children to "work with others, learn how to handle conflict, solve problems, develop concern for others, and interact with the value issues that they encounter daily in their environment" (Evans & Saxe, 1996, p. 231).

In this context, the question: teachers encourage students to discuss issues with people who have different opinions, shows us how teachers in Kosovo are interested to encourage their students to discuss different issues. In this question the students answered: 27.8% said "often", 35.5% "sometimes", 21.2% "rarely" while 15.4% said" never ".

In the question: teachers present their points of view of various matters in different aspects when they explain them in class, the results are as follows: 28.6% answered "often", 37.6% "sometimes", 22.3% "rarely ", while 11.5%" never ". (See fig. 1).

Fig .1.
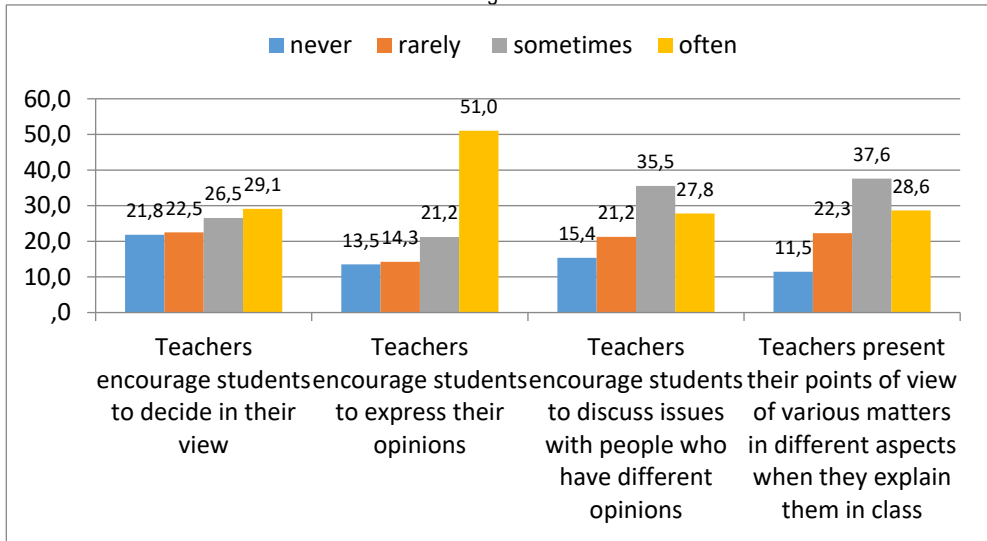
In the question: Students are able to openly express disagreement with their teachers: 12.4% said "never", 16.7% "rarely", 36.1% sometimes, and 34.8% "often".

In the question: Students express opinions in class even when they differ from the majority of other students, we have obtained the following results: 8.5% "never", 13.6% "rarely", 28.7% "sometimes" and 49.2% responded "often".

Nelson et. al. (2004) have concluded that "all important educational issues are also social issues, with interconnections to politics, economics, policy questions, ideology, and social practice – and certainly to our lives. These critical issues require critical thinking. Schooling issues arise in a context, not a vacuum, and the context includes historic and philosophic background as well as scholarly research that attempts to illuminate the issue (p.1.)". Having this in mind, in the questionnaire we have included several questions that have to do with political issue.

In the question that says: Students discuss current political issues in class, respondents answered: 41.6% "never", 32.2% "rarely", 17.0% "sometimes", while 9.2% said "often". (See.fig2)

Fig.2.
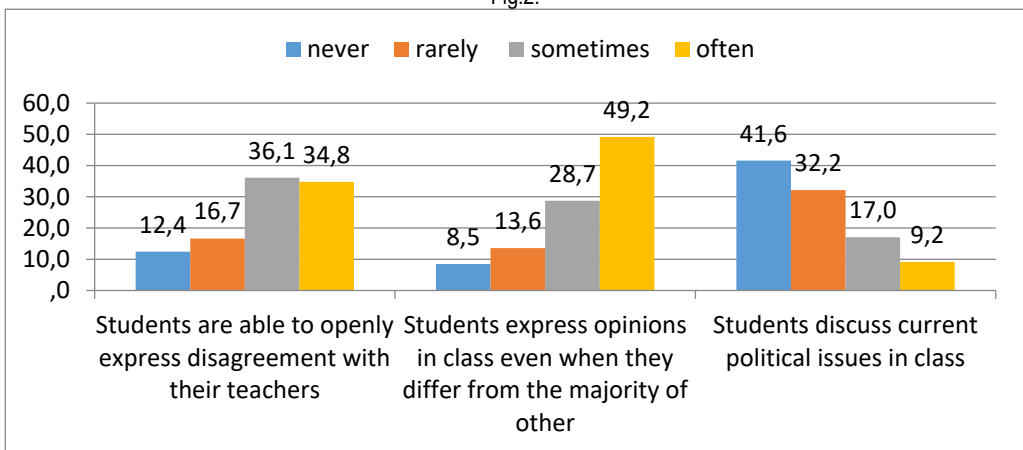
Another question that says: How often do you discuss about events in Kosovo politics with teachers? Students' answers to this question of the survey were: 29% said "never", 28% "rarely", 26% "sometimes", 12%" often "and 5%" always ". (See Fig. 3)

Fig .3.
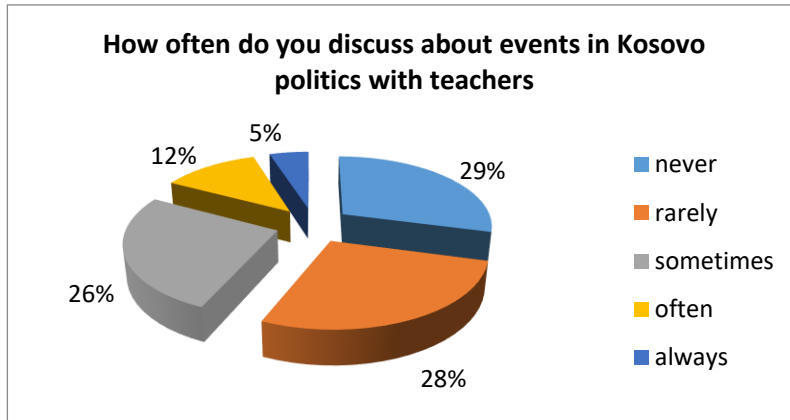
How often do you discuss current events in international politics with teachers? Respondents answered this way: 36.0% "never", 29.8% said "rarely", 22.0% answered "sometimes," and 8.9% "often" , and 3.2% have said "always". (see Fig. 4.)

Fig.4.
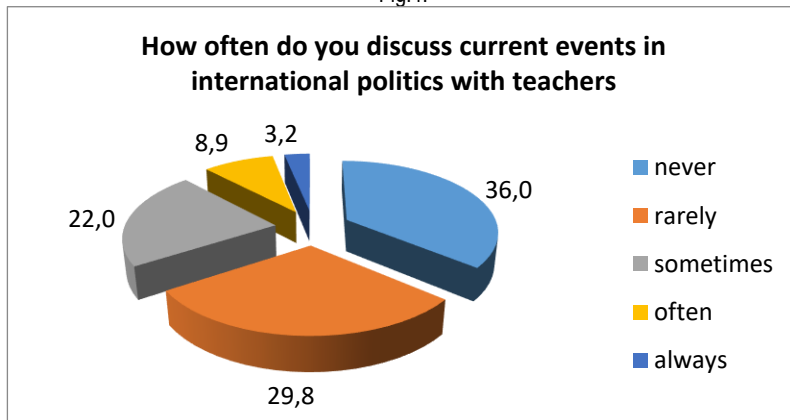
From the responses received from the survey questions, we need to think whether pupils are free to talk about various issues. According to Goodlad (2001) "Excellence is the product of teaching and is liberty's measure. There is no excellence without freedom. From Plato to Mill, philosophers have understood that only the free and self-sufficient can be virtuous. For them, so few were virtuous because so few were free. They understood virtues as the excellence of cognitive, affective, and associational practices: living well and living justly in the human world (p.12).

Fehr and Fehr (2010) have concludet that teachers have the ability to transform the learning environment through courageous acts of teaching. "We can transform the classroom into a place that challenges students to care about their educations and put forth their best efforts. We can transform schools to be a welcoming place that fosters life-long learning (p. 142)." In this context, besides this we can say that we are also focused to strengthen citizenship education. In this regard, schools are credible institutions.

In the question: How much do you trust these social groups or institutions, among which were also the school institutions, students have expressed their opinion that they strongly believe in their schools. 79% of the total number of respondents responded positively and said they fully trust schools. 15.7% partially believe in schools, 4.2%, little, while only 1.2% of students have lost confidence in the school. Trust in schools continues to be very high.

The research results dealing with this issue have given these figures-answers presented in Fig, 5.

fig. 5.
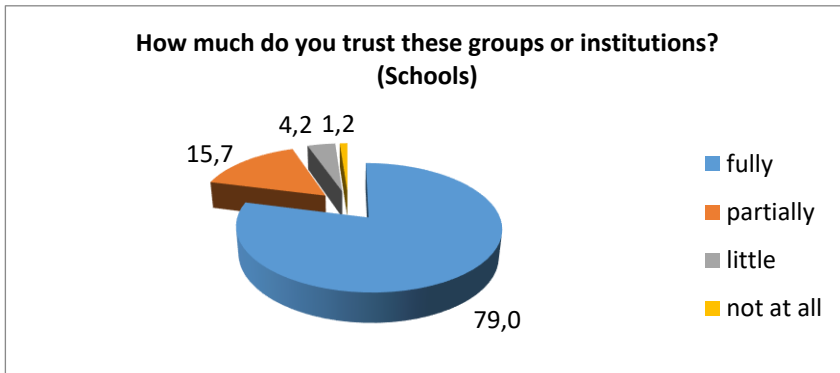
According to White and Walker (2008) "The overt goal of our schools is to enhance knowledge, skills, and values development for our children. Unfortunately these goals are too often top-down and authoritarian and promote passivity. These goals therefore seem to be driven by the purpose of preparing our youth for the world of work. This is realistic goal for schools but should not be the driving force. Ultimately, we must prepare children for active participation as global citizens, which means that we have a responsibility to teach for social efficacy (p. 1-2)".   Social efficacy depends on the school, by teachers as well as other relevant factors.

Processing, analysis and publication of results from this research is being done with the aim of sensitizing professionals and the general public regarding various issues related to civic education in Kosovo.

Conclusion

Teachers always were considered the main agents of educational policy implementation. They should be aware of their responsibilities as agents of social change. In fact, the role of teachers as agents of change in the wider society is absolutely essential and an acceptance of this role requires courage to resist and problems to deal with possible challenges of different nature. To overcome these challenges, they themselves must have adequate professional preparation.

In this context a new challenge in Kosovo is preparing students to contribute to a democratic society. Their own profession obliges teachers to be key factors that help students to influence the development of democratic processes in the country. Thus, helping in this aspect, teachers are required for readiness, willingness and adequate preparation. In this regard teachers can help us more. They should be able to prepare and guide new generations because teachers are considered "helmsman of the future". However, it is not enough that they are only good navigators. They should know what the goal they are seeking to achieve is. Also, they should be aware that their way is not easy. During their journey they will encounter various problems and these people need to know how to overcome the problems they will encounter on their way to the intended target.

In order for Kosovo teachers to be professionally prepared and to overcome the challenges that Kosovo society is facing today, as well as to lead their students towards a democratic society, training programs and numerous activities in this direction are being developed for them. Such arrangements are made by various national and international organizations and educational institutions.

Finally, we can conclude that we need qualified teachers. As changes continue to take place in our world, competition for qualified educators will increase dramatically.

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THE SPECIFICS OF CHILDREN'S LITERATURE IN THE CONTEXT OF GENRE CLASSIFICATION

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Abstract

Establishing clear and sharp boundaries between children's literature and adult literature intended recipients is difficult if we restrict ourselves only to the evaluation of cosmetic and internal cognitive value of literary texts, as many children literary with pleasure can be read by both children and adults, while literary texts intended for adult readers, children can't fully understand. Age and intellectual, emotional and moral maturity reader directly imposes some specific features that must have and meet children's literature intended audience. In this paper, analytical and synthetic structuralist method, for examples in European literature, we examine the specifics of children's literature in the light of the genre classifications are caused by a particular type of literary purpose layer reader. We consider them in terms of themes, motifs and selection of literary characters. Subject in Children's Literature is at the advantages of form, language and ways of artistic material. Literary text has to be interesting to children and to respond to their large and diverse interests, so that children's literature is characterized by large thematic richness and layers. Attract the attention of children and impressive carved figures presented in their descriptions prevail portraits of psychological dimension of personality. Tests peculiarities of the composition of literary works aimed at children show its simplicity and the dominance of the actions and characters in action. Children's temperament is dynamic and can't draw slow and long story filled with meditative reflections and the outcome that occurs after digression delay. Research poetic language literary testimony of the children in the limelight clarity, a simplified form and the non-use of specific stylistic techniques, hard to understand symbols, metaphors and allusions, but this would not mean an absence of emotion, it is a literary statement that is both scenic and sensitive. Literature for children thematically, stylistically and structurally adapted to the intellectual, emotional and mental capabilities of children's reception and as such is an integral part of the overall literary art that is created and shaped within the general laws of literary poetics.

Keywords: Children's literature, Specific, genre, Theme, Literary figures, Compositions, Poetic language.

Preliminaries

Literature for children composes literary works written for the youngest population of readers, children who have not yet stepped into adulthood. Children are not affordable by all kinds of literary works; primarily this refers to those that are generated by a complex system of literary agents.[1] Theorist Petrović suggests that it primarily refers to the literature that cannot be understood "without instructions for use", the prose works that, as a general literary principles characterized by "plot rejection and darken, tearing literary time, the lack of logical connection between thought sections, mystery, dense interweaving of figures of speech, dense interweaving of figures of speech, a language which "pronounces and hides"; modern literary modes; *Eurydice) surface of the text, internal dialogue, collage, insert essay, association, allusiveness, eclecticism, connect incompatible…" (Petrović, 2005: 6).

It is difficult to set a clear boundary between literary works for children and one that is intended for adult readers. If we assess its aesthetic value and internal cognitive value of the text, we will see that some of the essential differences between them almost do not exist. Children read Andersen's (Hans Christian Andersen) fairy tales, but the adults and philosophers also read them, and each of them reveals in addition to the aesthetic enjoyment, certain semantic layers that are the subject of deliberations. A little child shall in a fairy tale The Emperor's New Clothes (Carevo novo odelo) enjoy the interesting plot, get accustomed to the story about a naïve king and tailors cheaters (Andersen, 2008: 22-28). A child at an older age, emotionally and intellectually mature, in the action of the hero, will reveal stupidity, naivety, vanity, flattery, insincerity. An adult reader and reading experienced recipient, a tale will encourage them to think about some of the problems of modern man and our modern and pretty alienated society: fashion and reliance on other people's opinions and tastes to fit in the

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[1] A parallelism between the spiritual development of the child and its reading preferences has been observed long time ago. Joze Pogacnik believes that the discovery of the reader's age or his cognitive level led to attempts to develop a special theory of reading (Pogačnik, 1980:13).

environment at any cost, fear and human weakness to express their own opinion and personality. This tale may encourage the philosophers to think about a man faces existential crisis in the consumer society of modern civilization.

There are many examples in the World and European literature when it is difficult or almost impossible to draw a sharp line between literary works and strictly classify them according to its age criteria. Is the short story Aska and the Wolf (Aska i vuk) by Serbian Nobel prize winner Andric, for children? According to the modern school curriculum of the Republic of Serbia, it is processed in the sixth grade of primary school (Milinković i Stakić, 2011: 22-28). And the children of younger ages could enjoy a literal representation of its described world. A small sheep plays and with the play she fascinates bloodthirsty wolf, which surprised and astonished, delays the moment when he will eat the sheep. In the metaphorical and metaphysical layers of its meaning, a short story represents multi-layered allegory about the effects of beauty and art of the human being and the great transformation that one can experience if left to their effects.

There are numerous examples that if a literary work intended for children is liberated from the possessive adjective children's and instead of the literal fable meaning, step into the deep layers of the metaphysical world, we will get a literary text to its semantic layers that leads the reader into a state of deep curiosity and anxiety, to the size of the issues raised by this apparently simple literature. So, we must ask: What must contain literary work that might get qualifier that is meant for children? Slobodan Marković believes that the answer to this question lies in the fact that a literary work for children can be a joy to read both children and adults, while children often cannot fully understand adult's literary works, "children cannot rise to the level of adults, although they normally long for it. But the adults can enter their second childhood and to get accustomed to child's life…" (Marković, 1973: 7).

Age, intellectual, emotional and moral maturity of the reader, directly imposes some specific features that must have and satisfy the literature intended for children's audience. These are specifics that are caused by certain types of the reader and is primarily reflected in the choice of themes and motifs, the selection of literary heroes, simpler composition in which the predominant action and characters in action, adjusting vocabulary and style to the level of understanding which is imposed by child's age.

Subject in Children's Literature

The Experiential-cognitive capabilities of children in the role of recipients condition the author's choice of topics, but this is not a limitary factor and reduces the number of potential topics in literary works, because every life year of a child is a step forward in the development of its aesthetic sensibility and literary culture. The richness and variety of topics that may be the subject of children's literature is enormous, and the child's age is a critical criterion whether the literary text will be accepted or not.

It is difficult to group the literary themes from the perspective of children's age, but it is necessary, because without previous measuring of what is adapted to a child's age, the child is in a situation to receive the work passively. It reduces and degrades the educational and aesthetic values of literature, which as a result may cause long-lasting aversion to books and reading beautiful works of art, as we often call the literature. It mustn't be concluded that in a single literary work there is no place for children of different age. Ilić indicates that children of different age, when it comes to one and the same literary work are able to reach out to the different levels of its meaning (Ilić, 1983: 146).

Literature intended for children features a highly thematic richness and complexity. The child's nature responds with humor and bright colored contents. Literary text, in its thematic, has to be interesting to children and to respond to their concerns. Children's interests are vast and varied, and the literature is to meet the inexhaustible fantasy, humanity and positive moral qualities and at the same time to develop and nurture aesthetic tastes and sensibilities. A creator by choosing topics that are close to understanding the world of younger reader should not trivialize and simplify or "vulgarize or degrade to the extent of practical, utilitarian and purposeful" (Marjanović, 2009: 15).

The topics in Literature for Children present its first measure of value and benefits of the form, language and ways of artistic material. All topics are not suitable for children's perceptions of the world. Since children from their own personal point of view meet reality, they do not understand philosophical topics in which is thought over the serious question of the purpose of human existence and life itself.

Childhood is a real treasure of events filled with imagination, serenity, joy, adventure, synonymous with freedom, generosity and naiveté. The world of childhood is the most common, central motif-themed scope of children's literature. In the European and contemporary Serbian literature and literature of the twentieth century, a period of up to fourteen years, after which performance maturity, represents rich, bright, free and imaginative world. Serbian writer Branko

Ćopić in some tales from the collection The Marshmallow Color Garden (Bašta sljezove boje) expresses the time of fantasies and daydreams, uncorrupted child's spirit, which in the world study expresses naivety and imagination inherent in the children's vision of the world (Ćopić, 1998). In the traditional literature for children, the world of childhood is often filled with suffering, grief and poverty. In the short story by Vladimir Ćorović Twelfth Night (Bogojavljenska noć) the poor boy in the Epiphany night is waiting for the heavens to open up so he could say his desire that lies down on his heart, in accordance with the old Christian belief that in the Epiphany night, at midnight, the sky will open and in that moment, those who attend this act will fulfill every desire they have thought. The boy from the story does not want a toy or a candy, but his mother, who lies gravely ill, to get better. Instead of the desired healing, the morning brought death and the boy thought that was just a refreshing sleep which was created after the miraculous healing of his beloved mother (Ćorović, 1970: 27-32). And also in the story Vanjka by Anton Pavlovich Chekhov, the world of childhood is not a magical field of play, imagination and joy for the little boy Vanjka Žugov, but a period of cruel beatings by heartless bosses, constant humiliations and hunger, so the poor boy in a letter to his grandfather Konstantin Makarič compares his miserable life with the life of animals (Čehov, 1985: 85-89).[1]

Apart from the world of childhood and different life events, human and children's feelings, love kindness, play, friendship, human altruism and humanity, love for parents and animals, imaginative and picturesque events, cheerful humor and painted scenes, flora and fauna, fictional worlds, sympathy and the first secret, are some of the common themes of children's literature.

From the aspect of age classification some of the main themes that preoccupy children's attention can be grouped, but there are issues that are of concern to children of different ages. These are fictional and exciting encounters and adventures, as well as the mysterious and unreal worlds inhabited by fantastic creatures.

The child, in the pre-school period, is characterized by naive attitude toward the world, so it has an attitude toward the artistic text as if it's real and it believes boundless in the illusion and fiction that is woven into it. In this period children are very interested in fairy tales. Vuković points out that because of the great needs of children for fairy tales, the period of pre-school children is often called "a period of fairy tales" (Vuković, 1996: 39). At this age, suitable for reading are short stories whose characters are animals (sparrows, cats, puppies…), flowers, dwarfs and so many different things which are called by Petrović "colorful lies" and these things induce more (Petrović, 2005: 133).[2]

A child in elementary grades experiences fiction as a challenge to the real and dream, and it is attracted by topics that stimulate the imagination, fairy tales and fantasy stories, as well as emotionally colored threads, childhood filled with play and mischief, school, school pranks, camaraderie and games. Dominance of fantastic themes can be explained by the nature of children's personality. In the heart of the child's world are imagination, fantasy and marvelous and represent their way of experiencing the surroundings.   Fiction is, by the words of Voja Marjanović, "shelter for unclear and infantile childhood" (Marjanović, 2009: 72).

The phenomenon of the fantastic in literature for children is done through personification, allegory or grotesque. Character of the children's perceptions of the world allows the interference of fantastic elements in the story, that the action "without stopping and some special obstacles, continuing a logical path towards and not influenced by any external force, suddenly seemed to move, move into a space that has different dimensions in which some other rules are obeyed" (Crnković, 1972: 158). Material reality of the stunning prose is at first abolished in the axis of time, and then a causal connection between the events loses its significance. The narrator, despite the deconstruction of reality in a qualitatively new reality, "devoid of limitations awareness and regulatory experience" (Turjačanin 1978: 36) wants to retain a semblance of reality and authenticity.

Fairy tales and fantastic stories are interesting to children around the age of nine when they start to lose interest in this sort of stories. Vuković explains this loss of interest in the fairy tale with the higher education of the child, and "expanding

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[1] A large number of child psychologists and theorists of literature find that tragically in literature for children, has no aesthetic sense and does not lead to the achievement of positive aesthetic and corrective effects, because a little reader is not able to fully distinguish the world of fiction and fantasy from reality and such literary works cause painful feelings and should not be the subject children's reading curiosity in young age.

[2] Researches of Simeon Marinković show that children of preschool age and first grade favor picture books that talk about animals or about the lives of children, illustrated books and short fairy tales. Based on the results, Marinković concludes that the essential characteristics of the first great books are "content close to the children's world, the optimistic tone of speech, human message, short text, lively illustrations" (Marinković, 1987: 161).

the quantum of knowledge about nature and the world" (Vuković, 1996: 39). The interest in fiction is being replaced by an interest in the stories of exotic content and stories about other countries, cultures and customs.[1]

At all ages, in children's literature, the mother is a great narrative theme. Literary works that glorify the mother treat her selfless love and sacrifice for the family, the mother is the pillar and foundation of their home. Such are the stories of the Serbian writers The First Furrow (Prva brazda) by Milovan Glišić (Glišić, 2007: 161-169) and The First Matins with My Father (Prvi put s ocem na jutrenje) by Laza Lazarević (Lazarević, 1978: 184-205) and the short story The Figure '10' (Desetica) by the Slovenian writer Ivan Cankar (Cankar, 1951: 33-38).   And the father is present as a motif in literature for children, but he is usually portrayed as stern and over, the holder of the patriarchal principles of morality and justice, as in the story Lilly of the Vally (Đurđevak) by the Slovenian writer Prežihov Voranc (Voranc, 1988: 5-12).

In literature for children there are also serious issues which represent projection of life which, unfortunately, is not always nice and cheerful. These are the themes of poverty and disease, the horrors of war, poverty and social injustice. It is about the issues that are not suitable for younger children, because children do not yet make a clear boundary between fiction presented in a conjured world of literary texts and reality, and react emotionally and receptive.

Semantic complexity of issues that point to the dark and destructive content of human life will be showed on the theme of war in Serbian literature. The theme is interesting to children because of its dynamism, adventure and excitement. Some Serbian prose writers for children painted the war in the way to follow "the interesting line, not the probable line". Vuković points out that it brought a literature "that the war posed primarily as a great adventure and "that is easily deflected into the water of black and white art". The author points to "the dark potential" of the issue: "horrifying scenes, suffering, death, blood, torn childhood, etc..." (Vuković, 1996: 252).

A circumstance of war and brutal scenes to which man is exposed is changing human personality. Instead of idealized heroes in fiction appear ordinary, average people tend to doubt and temptation. Aggression and destruction of war leaves mark on their psyche, because often in inhumane conditions come to the surface layers of dark and destructive personality.

Subject of war does not have to be directly involved in the work, it can be introduced in an indirect way, as a secondary or complementary compared to some other topic. Literary texts can begin in the modernity and through retrospective evocation war themes can be introduced. A war subject can be introduced into the action through a direct casual link. For example, in the short story People Will Reward All This (Sve ce to narod pozlatiti) by Laza Lazarević the issue of war is present in the background. Wounding in the war was the direct cause of crippling the son Blagoja coppersmith, which results in peacetime, a conversion not only this young man, but his father into the beggars (Lazarević, 1978, 319-335)

Literary works in which the war was really launched stand on the border with the literature for adults. Here we must point to an attitude that is present among theorists of literature for children.   It is about the emphasis vital relations of the children's literature towards life and its manifestations, and the notion that literary works for children and youth do not suffer from dark scenes from reality. Marjanović notes that "life arises darkness, but the writer relieves avoiding traumatic scenes".(Marjanović, 2009: 29). Childhood covers a large time span in the development of man, and this attitude is conditionally acceptable, or acceptable to the classification of literary topics by age. Preschool children, and the younger primary school age do not correspond to the dark and destructive themes. They like works of bright tones and a happy ending in which the justice and the good win. Already in the final grade of primary school, life experience of children is larger, some of them could personally be convinced that life is not perfect and romantic fairy tale dream where only good things happen, so avoiding the prose of "dark themes" would mean artificial attempt to hold a young man closed under the pretext that it is the only way to preserve the life of adversity, problems and destructiveness of which will be faced in the outside world.

The adolescent is attracted by literary themes that are difficult to classify children's literature, because the attention of their thinking and emotional world occupy the issues arising from all forms of complexity and multiform life, existentially and ethical problems and often quite abstract and symbolic field and the literature that is being processed and interpreted in high school, hardly can be grouped into children's literature.

As the choice of topics in literature for children is adapted to the possibilities of reception of small readers, and the manner of its presentation is subject to the receptive abilities of children to accept, experience and adopt the aesthetic value of the artistic text. Topics intended for children succumbed to spontaneous and imaginative process, because a child's attention is not characterized by the ability to focus and to concentrate.   Children's temperament is dynamic and

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[1] Marinković cites the facts to which he came thanks to the Serbian librarians those girls more than boys love fairy tales and boys more than girls love animal stories and tales of war (Marinković, 1987: 161)..

can not be drawn by slow and long story, filled with meditative reflections and the outcome that occurs only after a delay of the digressive delays.

Literary texts for children has to be interesting and engaging, to motivate over and over again with its unexpected and dynamic action and to stir up the reader's curiosity by the principal of "what happens next". And the indefinite point, which by Ingarden (Roman Witold Ingarden), has any artistic text (Ingarden, 1971), is of great importance for the child's perception and understanding, as it provides the necessary participation of the reader in a small extension of the art world and the artistic experience of literary texts. The child, in order to "fill in" and build on the unspecified parts of the text, engage thought-emotional, fantasy and linguistic capabilities of its personality. It dreams and invests intellectual effort to conjure up and present the depicted world of art.

Characters in children's literature

In the prose for children there are very few episodes and secondary characters, young readers can follow dilated epic story. The plot of a novel is not branched; it is reduced and characterized by a focus on a single action, an event, a central emotion or effect. The presence of actions and events in the narrative layer of the text holds the child's attention, and interesting dialogues and monologues of the main characters that enhance the dramatic elements. The literary text intended for children no longer describe the nature or the environment, they are reduced to mild announcements and lyrical.

In the descriptions of the characters prevails portraits over the psychological dimensions of personality. The attention of the child attracts impressive and plastic described main characters. Children themselves, as literary heroes and bearers of events and actions, are appropriate to the child - the reader to enjoy their character and identify with them. The kids will follow the adventures of its literary peer with great pleasure, care and internal projection into the world of the work, because he thinks and acts in a similar way that it is characterized by typical children's naive thinking. The little boy will follow with the enjoyment, great care and internal projection in the world of the acts the adventures of his literary peers because he thinks and acts in a similar way that is characterized by typical pediatric naively thinking. That is why the adult characters in children's literature are characterized by infantile character, and they are essentially, regardless of their age, by nature children. Such a hero is grandfather Rade who in the story The Amazing Device (Čudesna sprava) by Ćopić, in the ticking of the clock finds an analogy with the beating of the human heart, thanks to his naïve and infantile nature and for him the clock is mysterious and amazing device so he treats it with the greatest respect (Ćopić, 1998: 14-18).

Small readers will carefully monitor the exciting heroes who are exceptional examples of strength, courage, justice, morality and wisdom. Naïve characters who go through variety of adventures due to their naivety and gullibility, like Pinocchio or Don Quixote. Small Celestial River from the fairy tale Heavenly River (Nebeska reka) by Grozdana Olujić (Olujić, 1988: 48-51) becomes close to the children's world because of its seemingly impossible wish to resist the established order of things that are imposed to it and from the typically small earth river becomes a celestial river. The children will in its enduring faith in the impossible desire, find traces of their own fantasies and dreams, of the impossible things and unfulfilled desires and based on that they will build firm belief and attitude that they should never give up their hopes and dreams.

Children, especially at their young age, have an innate preference for the natural world, plants and animals. Particularly interesting are the animals as literary heroes as kids see them as their faithful friends and toys. Children, in the world of adults, feel mismatched and confused, very often helplessly, and the animals help them to feel protected and loved. Novo Vuković finds a number of similarities between children and animals, the analogy that can explain big interest and with it the child reader approaches a literary work whose characters are animals. According to him, they share a sense of insecurity, fear, and need to be protected. Their reactions are similar, their ways to express anger, pleasure, need for play (Vuković, 1996: 292).

As an illustration of the stated opinion of the closeness of the animal world with the children's world (which is the firm position of some psychologists),[1] a fabulous story Šarenorepa by Grozdana Olujić (Olujić, 2004: 71-75) can serve. Touching friendship between the girl and imprisoned beast in the cage of the Zoo, the terrible tiger, is described in the story. Weeks and months went by in a silent conversation between the terrible beasts, from whose roar froze the blood in the veins, and a small child, while adults have not decided to stop this gentle friendship. The violent disruption of friendship

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[1] Psychoanalysts believed that animals have an important role in various stages of growing up the child. They even called "animalistic" some stages of growing up, when the child's imagination is particularly concerned with the animal world. A child growing in a family triangle (father - mother - child) is feeling traumatized by their conscious and unconscious knowledge (by psychoanalysts, usually sexual) and unconsciously replaced its parents with some of the animals, or just trying to identify with them.

resulted in the child's illness and the starving of the terrible beast, until the narrator has not decided to join the fantastic narrative process by which the tiger turned into a spotted cat that spends time next to the sick child until its complete physical and emotional healing.

The creators use different storytelling methods in painting wildlife in the literature for children. Some are taken from literary tradition, such as animals with supernatural powers, fantastic animal species, animals that talk…   In the story Sarenorepi by Grozdana Olujić fearsome tiger is transformed into the spotted cat, therefore expresses unreal power. Talking animals are common in the entire animalistic literature. Vuković called the speech animal "a convention" of the whole animalistic literature (Vuković, 1996: 293).   In some literary works animals are characterized by a man's character.[1]

In the short story by Branko Ćopić Tomcat has become a Hajduk (Mačak otisao u hajduke) (Ćopić, 2005: 73-79) , the main character, miller's Triša big fat cat is characterized by laziness as a dominant trait.   The cat is fed of hunting mice and wants to "loaf in the forest shade". Yellow-billed sparrow Pudika, the the main character in the story Young Sparrow (Vrapčić) by Maxim Gorky, is characterized by curiosity and naivety. Pudika lures the outside world to leave the safety of the nest.

 ...To fly – he haven't tried yet, but he had already waved the wings and constantly sticking out of the nest: he wanted to find out something about this world, and whether he'll like it (Gorki, 1946).

The sparrow does not trust the adults, especially its mom, that the outside world is full of danger. Inadvertently knocked over a nest and found the outside world for which he longed so much. Instead of satisfaction, a death threat met him, in the form of ginger cat. Pudik faced with the challenge learned open and clear message of the creator of "those who do not believe my mom go bad". Some narrators didn't rely on fiction in representing the animal world, but sought to situate the animals in their natural environment, to depict their lives and community, figure out their "soul", and the depth of the relationship and the bond they have with man.   Such literary texts speak of the strong link and gentle friendship between man and animals, such as stories Jablan by Petar Kočić (Kočić, 2002: 5-9) or the novel Lassie Come-Home (Lesi se vraca kući) by Eric Knight (Najt, 1998).

The boy Lujo, the hero of the story by Kočić, is united with his bull Jablan with gently friendship and great love for him. The boy talks to him as he talks to a man cuddle him, as he is a child.

…The bull habitually waved his tail and grazed boy's cheek.

−Me, Jabo? – asked reproachfully. – Now I'm going to cry.

He pulled away slightly to the side and wept.   Jablan raised his head.

− Noo, no, Jabo! I'm just kidding. You didn't hit me…   God-damn, don't be angry for everything! Come here! Let's kiss! (Kočić, 2002: 5)

Noteworthy are the literary works that glorify the animal world in which animals are presented as infantile.   "Writers and Illustrators after them often infantilized wildlife painting cubs or small animals and showing how these heroes manage to outwit and defeat a much larger and more powerful" (Vuković, 1996: 293).

Such a work is the short story Aska and the Wolf (Aska i vuk) by Andrić, Nobel laureate (Andrić, 2008: 439-443).   In the short story, the sheep Aska, physically much weaker than the terrible wolf, manages to defeat him and marveled due to the beauty of movement, that is, art of dancing. And the ugly duckling of the eponymous authoring fairytale The Ugly Duckling by Hans Christian Andersen (Andersen, 2008: 44-55), born in the world of poultry, ducks and chickens, in the world in which it was experienced so ugly that everybody boiled it, pushed it, bit and made it a laughingstock, managed to defeat the world that plagued it by ignorance and stupidity, to rise above it, transforming into a beautiful swan.

To be born in a duck's nest, in a farmyard, is of no consequence to a bird, if it is hatched from a swan's egg. He now felt glad at having suffered sorrow and trouble, because it enabled him to enjoy so much better all the pleasure and happiness around him; for the great swans swam round the new-comer, and stroked his neck with their beaks, as a welcome (Andersen, 2008: 53).

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[1] The fable, and later, the parabolic fiction about the animal world, widely elaborated model of talking animals and are characterized by a man's character.

Children – readers in the encounter with animal heroes, reading about their actions and activities, can learn many useful things. For example, reading a short story Porcupines (Bodljikava prasad) by Arthur Schopenhauer the kids will find out good manners and see what it looks like solidarity and friendship in the animal world (Šopenhauer, 2008: 74).

In the story The Sparrow and Swallows (Vrabac i laste) by Leo Tolstoy (Tolstoj, 1978: 106-107), the swallows walled with the mud the unbidden guest with, who had moved into their home.　　That's a little harsh punishment for a sparrow who has usurped someone else's living space. Realistic and seemingly cruel story that will show the child that in nature there is a constant struggle for survival and cruelty, which is not in accordance to the naive and cheerful nature of the child. Discovering "tinted" layers of meaning of the text, gradually discovers that aggression does not lead to a real solution to the problem and that violence in response to violence is equally bad solution, as well as accepting the situation and agreeing on terror and aggression.

In addition to the animal characters, in fiction for children, people often appear as heroes, mostly children, but adults too. Their characters are rarely shaped in a superficial way. Literary heroes are simplified and displayed in black and white painting, as well as extremely positive or very negative.　In the prose fiction intended for children we can meet the characters of children who are too serious, without traces of children's imagination, serenity and frivolous. The children, as well as the adult recipient,　bounce sharply polarized characters, whose inner figures are presented, and some contrasting and contradictory qualities of the characters that are static and artificially tailored, and cannot cause internal identification of the reader.

The art of literature written for children is a common characterization of the hero, which is realized in a humorous way. Their appointment is one way of the writer to express the character of the hero or personal attitude to their personalities. As an example, we can use creativity of the Serbian humorist Nušić and his children heroes whose aliases, built-in mocking-parody basis, representing a scenic view of their character and the most prominent feature.　Thus, in the novel, Hajduks (Hajduci), Sima Gluvać was nicknamed "the deaf" because he played poorly heard before teachers whenever needed to answer for some items.　The boy Mile has been nicknamed, and for that are "responsible" the crumbs that could always be found in the character's pockets (Nušić, 2010).

Once the appointment of the hero, child voices accumulate the same voices to attract the interest of a small reader, and provoked laughter. In the radio play Capatin John Peoplefox (Kapetan Dzon Piplfoks) by Dušan Radović (Radović, 2010: 33-57), the name of the main character , retired pirate captain Peoplefox , cause comic effect and attracts the curiosity of the child to become interested in personality and adventure of the unusual pirate adventurer Peoplefox, who doesn't look like established idea of the sea robbers.

Language and style in literature for children

And the language that is used in writing children's literature written in children's literature is aimed to keep children's interests. Although the child does not fully understand the transmission of meaning and symbolism, and often the very essence of linguistic expression, the word has strong effect on his inner life. Through words and language are realized and embodied the conceptual and ethical layers of literary texts. The word is a basic means of the author's expression, creativity and imagination. That is why are of the great importance the language and the style of the literary texts written for children.

Language of the literature for children is characterized by some specificity of poetic language literature that is intended for an adult recipient. It easily achieves its communicative function. It is a language that is compliant with the age of the child and his intellectual and emotional abilities. A simplified form and the non-use of specific stylistic techniques, hard to understand metaphors, allusions and symbols are the literary text comprehensible to children. "The poetics of children's fiction owes mostly to the simplicity", says Petrović (Petrović, 2005: 192). And Marjanović also emphasizes that the conciseness, clarity and simplicity in composition, style and linguistic expression of children's literature enhance "communication connection between the writer and the reader" (Marjanović, 2009: 28).

Tight, concise and dynamic storytelling starts intensively and draws the attention of the child. The literary term for children is short, unencumbered with the episodes and rationally completed. Children's understanding corresponds to the clear language that is characterized by the grammatical integrity of all parts of the sentence, but his clarity does not mean the absence of emotion. The literary evidence in prose is both clear and colorful and sensitive. Vivid storytelling brings to the children's imagination plastic images, brings to life objects, encourages imagination and creativity, and authors in the prose texts often use antonyms, diminutives, augmentative, pejorative, euphoric and onomatopoeic words. Often this is the only dictionary that child benefit or vocabulary that is close to his cognitive experience.

Language used in the literature for children is released from the strict philological rules, so it is often characterized by irregularities in the grammatical and syntactic forms. In the evidence of literary heroes encounter non-literary and slang words, neologisms and idioms. In the prose by Copic there are words specific for rural way of life, especially for the author's hometown, Grmeč in Bosnia. Use of localisms contributes to the conviction of the art world of the stories by Ćopić. In the short story Visit to the Moon (Pohod na Mjesec) appear and non-literary terms and phrases. The main characters, Rade the grandfather and his blood brother, a packsaddle maker Petrak, will be called one another: "the old mill plug", "donkey", "old gray ox", "old horse", "fool", "fly horse"… (Ćopić, 1998: 23-29).

From the point of diachronic perspective it can be seen that in the contemporary fiction for children affected by new scientific discoveries about children's perception leads to complexity of narrative structure. Pavlović in the "special leader" of contemporary fiction includes: brevity, imaginativeness and heightened emotionality (Pavlović, 2010: 300). The storytellers for children pay attention to the details and nuances. Motives are summarized thus leads to their expiration in a brief narrative structure. Through metaphors, which are achieved with the unusual blend of words, a small reader feels to get accustomed to a motive and action. The moral lesson and didacticism are no longer the primary effects.

Failure to comply with the strict rules of grammar and usage of the "non-poetic words" does not mean lack of clarity and understanding; it is primarily the function of provoking laughter and cheerful reactions in young reader. Simplicity of form that characterizes the entire literature intended for children does not represent poverty, superficiality and lack of the aesthetic achievement of this type of literature. A simple style, the ability to say more with less words and rejecting the broad narrative of many great writers and famous literary theorists were right measure of good style and aesthetic taste.

Concluding Remarks

Considering the specifics of the children's literature (mainly fiction) in the context of genre classification in terms of themes and motifs, the selection of literary characters, peculiarities of composition, style and poetic language, we found that it is a literature that is thematically, stylistically and structurally adapted to the intellectual, emotional and psychological possibilities of the child's perception. Determination of children's literature with the purpose criterion restricts the, intellectual and emotional abilities of children - the readers, limiting the possibility of any experiment or poetic radicalism of certain literary movements and schools. "Aberrations of any form are unproductive and unsustainable; in the children's literature there is no beautiful without instructive, as there is no fun without laughter or games without absurdity, parody and nonsense" (Milinković, 2010: 486).

Literary work aimed at young population of readers who have just stepped into the world of fine arts, must stimulate their imagination and creativity, develop aesthetic tastes and sensibilities, and tend to favor beauty. In this way, the child is propositioned and becomes aesthetically sensible, it enjoys the arts. It is formed and developed as a reader for whom the literature will become a permanent spiritual need. However, the children's literature needs to meet certain educational criteria, the educational effect on the young reader. This educational activity, which is reflected in the development of positive ethical and moral traits, should not be imposed biased, but woven into the beautiful phenomenon, and in all forms of artistic prose structure. The dominance of any element, pedagogical or aesthetic, "takes offense to utilitarian or hedonistic extremes that are, in the essence, both equally unacceptable" (Turjačanin, 1978: 7). Only when it succeed to unite both the aesthetic and educational requirements (nice and instructive), literary texts for children can bear the attribute artistic.

In the basic features that this literary type separate from the literary works intended for adult readers: brevity and clarity, we should not see the weakness, but rather the quality, which is characterized by all of the aesthetic worth of prose literary works, because children's literature is an integral part of the overall literary art that is created and shaped within the general laws of literary poetics.

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Pre Service Teachers' Perceptions Towards The Usage Of Mobile Learning In Higher Education In Malaysia

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Abstract

The information era in which we currently live is changing the culture of education. The use of ICT has resulted in new opportunities that mobile devices have transformed from a means of communication to tools for socialization, entertainment, work, and learning. The aim of this study is to determine the pre-service teachers' perceptions towards using mobile learning in higher education institutions. The research sample consists of (121) student-teachers from different faculties in Universiti Pendidikan Sultan Idris-Malaysia (University Education Sultan Idris in Malaysia). A valid and reliable "Mobile Learning Survey" (Pollara, 2011) which includes 24 items was used as a data collection tool. The results indicate that; pre-service teachers (student-teachers) have moderately positive perceptions toward using mobile learning in higher education, although their perceptions do not differ regarding gender and faculty. On the other hand, the findings show that students seem more ready to adopt the use of mobile devices for learning, so, they believe that a more formal use both inside and outside the classroom could be beneficial.

Keywords: Pre-service teachers, ICT, mobile learning.

Introduction

The distinguishing feature at the beginning of the 21st Century is the rapid rate of technological and social change. Technological advancements that allow faster communications and information processing are supporting new social patterns. As a result, communities are no longer only based on geographical proximity, and new 'tribes' are developing and disbanding according to interest, work patterns, and opportunity (Peters, 2007).

With the tremendous increase in accessibility of digital technologies in the last decade, there has been a drastic change in the way that young people play, socialize, and communicate. The way that young people use digital technologies in out-of-school settings and the intensity with which digital technologies are being used has challenged the educational community to rethink the nature of learning in informal settings, and how informal learning can inform formal learning. It is now recognized that learning occurs in different settings, and school is only one of them. Education today takes place in a much broader context than the confines of school walls or traditional curricula (Khaddage & Knezek, 2013). Therefore, the integration of Information and Communications Technology (ICT) in classrooms has been a challenge for the educational systems of all countries which aim to be ready to cope with the needs and the demands of the 21st century (Kyriakidou, Chrisostomou, & Banks, 1999). The term "Information and Communication Technologies" refer to transferring, storing, revealing and sharing technology or accessing information. Information and communication technologies include radio, television, video, DVD, phone (fixed and mobile), satellite systems, computer and network equipment and software as well as the equipment and services provided by these technologies (such as video-conference and electronic mail) (Yapici & Hevedanli, 2012).

In line with the Vision 2020, the Malaysian Ministry of Education (MOE) has introduced various initiatives to facilitate the adoption and diffusion of Information and Communication Technology (ICT) and to integrate ICT into the education system (Rashid, 2011). The Malaysian Ministry of Education sees ICT as a means, not an end in itself. As such, all efforts are concentrated on developing new media as tools in the service of richer curricula, enhanced pedagogies, more effective organizational structures in schools, stronger links between schools and society, and the empowerment of disenfranchised learners. The concept of ICT in education, as seen by the Ministry of Education, includes systems that enable information gathering, management, manipulation, access, and communication in various forms. The Ministry has formulated three main policies for ICT in education (Chan & Foong-Mae, 2002; Mohd Zaki M. et al., 2009):

ICT is for all students, meaning that ICT is used as an enabler to reduce the digital gap between the schools.

Emphasizes the role and function of ICT in education as a teaching and learning tool, as part of a subject as well as a subject by itself.

Emphasizes the use of ICT to increase productivity, efficiency and effectiveness of the management system such as the processing of official forms, timetable generation, management of information systems, lesson planning, financial management and the maintenance of inventories.

A recent rapid advancement in the capabilities of mobile devices along with a decrease in price has enabled the mobile phone to become ubiquitous. According to the International Telecommunication Union 2014, the number of mobile-cellular subscriptions worldwide is approaching the number of people on earth. Mobile cellular subscriptions will reach almost 7 billion by end 2014, corresponding to a penetration rate of 96%. More than half of these (3.6 billion subscriptions) will be in the Asia-Pacific region (Union, 2014). Due to the increased capabilities of most mobile phones, the number of users using their phones to access the Internet is also increasing dramatically. In fact, in many countries, especially developing countries that often lack wired infrastructures, much of the population only uses their mobile phone for Internet access (Pollara, 2011).

The communication and data transfer possibilities created by mobile technologies (mtechnologies) can significantly reduce dependence on fixed locations for work and study, and thus have the potential to revolutionise the way we teach and learn. It not only connects people with information-driven societies effectively, but it offers the opportunity for a spontaneous, personal, informal, and situated learning (Peters, 2007; Y. E. Shih & Mills, 2007)..

According to Pollara (2011) a Mobile device is "Any mobile technology with multiple functions and capabilities, especially the ability to access the Internet'. Pollara also defined a Smartphone as a mobile phone with computer capabilities. Smartphones can download material, access the Internet, take photos and videos, compose and send emails, and download applications that allow users to easily complete various tasks. In this research, a mobile device is "any device that is small, autonomous, and unobtrusive enough to accompany us in every moment of our everyday life, and that can be used for some form of learning such as, iPad, tablets, smart phone,…". On the other hand, mobile learning/mlearning/meducation refers to the use of mobile or wireless devices for the purpose of learning while on the move. Typical examples of the devices used for mobile learning include cell phones, smartphones, palmtops, and handheld computers; tablet PCs, laptops, and personal media players can also fall within this scope (Park, 2011).

Theoretical Background

Through the advancement of mobile technology and their increasing affordability, mobile devices have transformed from a means of communication to tools for socialization, entertainment, work, and learning. The availability of mobile and wireless devices is enabling different ways of communicating. Individuals now have easy and inexpensive access to mobile telephony, and the cost of mobile access to the Internet is steadily reducing. Mobile technologies have enabled a new way of communicating, typified by young people, for whom mobile communications are part of normal daily interaction, who are 'always on' and connected to geographically-dispersed friendship groups in 'tribal' communities of interest (Peters, 2007).

As mobile devices are becoming increasingly ubiquitous, many researchers and practitioners have incorporated the technology into their teaching and learning environments. A mobile learning is a harbinger of the future of learning and its applications range widely, from K–12 to higher education and corporate learning settings, from formal and informal learning to classroom learning, distance learning, and field study (Park, 2011). Mobile learning has grown visibility and significance in higher education (Traxler, 2007).

Mobile learning is a relatively new phenomenon with its theoretical basis still under development. Nevertheless, with the rapid growth of mobile devices throughout the world, the need has emerged from studies of affordances and barriers that might enhance or constrain the adoption of mobile learning in higher education (Khaddage & Knezek, 2013). Researchers have begun to analyze more specific characteristics of mobile learning, including how mobile learning can support learning opportunities, the types of learning and learning activities that can be supported, and the various contexts in which mobile learning can take place. According to Sharples (2006), key characteristics of mobile learning that emerged were as follows:

Enables knowledge building to take place in different contexts.

Provides the ability to gather data unique to the current location, environment, and time (real and situated).

Enables learners construct their own understanding (customized to the individual path of investigation).

Changes the pattern of learning or the work activity (supports interactivity).

Supports the use of mobile learning applications which are mediating tools and can be used in conjunction with other learning tools.

Goes beyond time and space in which learning becomes part of a greater whole.

Mobile learning, as a novel educational approach, encourages flexibility; students do not need to be a specific age, gender, or member of a specific group or geography, to participate in learning opportunities. Restrictions of time, space and place have been lifted. Mobile learning facilitates provision of educational opportunities. From a pedagogical perspective, mobile learning will serve a whole new highly mobile segment of society, a reality that could very well enhance the flexibility of the educational process (Aderinoye, Ojokheta, & Olojede, 2007). Peters (2007) say that characteristics of mobile learning must include:

Urgency of learning needs

Initiative of knowledge acquisition

Mobility of learning setting

Interactivity of the learning process

'Situatedness' of instructional activities

Integration of instructional content

It is proving to be a fertile ground for innovation, but it is important to realize that the success of mobile learning will depend on human factors in the use of the new mobile and wireless technologies (Kukulska-Hulme., 2007).

Another classification of mobile learning that might help us towards a definition is due to the suggestion that mobile technologies can relate to six types of learning, or "categories of activity": namely, behaviorist, constructivist, situated, collaborative, informal/lifelong, and support/coordination. The mobile learning may be manifest in the following ways (Guy, 2009; Pollara, 2011):

For behaviorist-type activity, it is the quick feedback or reinforcement element, facilitated by mobile devices.

For constructivist activity, mobile devices enable immersive experiences such as those provided by mobile investigations or games.

For situated activity, learners can take a mobile device out in an authentic context.

For collaborative learning, mobile devices provide a handy additional means of communication and a portable means of electronic information sharing.

For informal and lifelong learning, mobile devices accompany users in their everyday experiences and become a convenient source of information.

Support, or coordination of learning and resources, can be improved by the availability of mobile technologies at all times for monitoring attendance or progress, checking schedules and dates, reviewing and managing – activities that teachers and learners engage in at numerous times during the day.

The concept of mobile education or mobile learning is still emerging and still unclear. How it is eventually conceptualized will determine perceptions and expectations, and will determine its evolution and future. Some advocates of mobile learning attempt to define and conceptualize it in terms of devices and technologies; other advocates define and conceptualize it in terms of the mobility of learners and the mobility of learning, and in terms of the learners' experience of learning with mobile devices (Traxler, 2007).

Early approaches at defining mobile learning focused on technology, for example, saying it was "any educational provision where the sole or dominant technologies are handheld or palmtop devices" (Guy, 2009), or it can be considered as any learning and teaching activity that is possible through mobile tools or in settings where mobile equipment is available. It is obvious that those definitions of mobile education/m-learning define it purely in terms of its technologies and its hardware, namely that it is learning content delivered or supported solely or mainly utilizing mobile computing devices such as personal digital assistants (PDAs), smartphones or wireless laptop PCs. Similarly, (Caudill, 2007; Traxler, 2007).

These definitions, however, are constrained, techno-centric, and tied to current technological instantiations. We, therefore, should seek to explore other definitions that perhaps look at the underlying learner experience and ask how mobile learning differs from other forms of education, especially other forms of e-Learning. Caudill (2007) cite multiple definitions of m-Learning, including:

The point at which mobile computing and e-Learning intersect to produce an anytime, anywhere learning experience.

Mobile learning is a form of education whose site of production, circulation, and consumption is the network.

M-learning is as a process of coming to know, by which learners in cooperation with their peers and teachers, construct transiently stable interpretations of their world.

Mobile Learning- (M-Learning) The process of using a mobile device to access and study learning materials and to communicate with fellow students, instructors or institutions. Mobile learning can be done anytime, anywhere (Pollara, 2011).

The common thread of all these above definitions is that they incorporate the use of mobile technology to facilitate the transfer and acquisition of knowledge in the learning process.

Researchers suggested that there are three ways in which learning can be considered mobile: (1) learning is mobile in terms of space; (2) in different areas of life; and (3) with respect to time. It is clear that mobile learning systems should be capable of delivering educational content to learners anytime and anywhere they need it (Aderinoye et al., 2007). In general, we can conclude that mobile learning is the use of any mobile or wireless device for learning indoor or outdoor. It is any service or facility that supplies a learner with electronic learning materials that aids their acquisition of knowledge, regardless of location and time.

Cox (2013) contended that over the last decades the balance between teacher and learner roles in engagement with IT has shifted from the teacher in the classroom more toward the learner inside and outside the classroom. Therefore, researchers are interested in collaborative learning, students' appreciation of their own learning process, consolidation of learning, and ways of helping learners to see a subject differently than they would have done without the use of mobile devices. Otherwise, there is awareness that the new technologies may have a role in reducing cultural and communication barriers, and that they are altering attitudes and patterns of study (Kukulska-Hulme., 2007). Different teachers will have different conceptions of teaching and different "styles of teaching" that they will attempt to bring to education. These conceptions of teaching/ styles of teaching may vary from ones primarily concerned with the delivery of content, to ones primarily concerned with supporting students learning. Mobile learning technologies clearly support the transmission and delivery of rich multi-media content (Traxler, 2007).

Early research provides encouraging results for the use of mobile devices to support teaching and learning (Kennedy, Judd, Churchward, Gray, & K.-L., 2008; Kukulska-Hulme, Traxler, & Pettit, 2007), revealing that students became more excited about the learning process and became more engaged active learners rather than passive learnerengaged, activelike to use mobile devices to learn, that students are motivated and engaged while using mobile devices (Al-Fahad, 2009), and that achievement levels increase when students use mobile technologies (K.-P. Shih, Chen, Chang, & Kao, 2010). The findings of the previous studies revealed many promising opportunities and technical challenges for both teachers and students. The positive impact of mlearning integration on student learning includes active engagement, increased time for projects, improved digital literacy, and digital citizenship (Chou, Block, & Jesness, 2012).

The reasons underpinning the use of mobile technology in education have been explored by Kukulska-Hulme (2005), who identified the three main motivations as being:

Improving Access:

To enable students to work in home environments as well as at university.

To take ICT classes to adults who find it hard to attend classes on campus, and to traditionally 'hard to reach' or disadvantaged groups

Changes in teaching and learning:

To enable students to communicate and share ideas effectively, especially in small group collaboration

To support differentiation of student learning needs and personalized learning

To further the use of ICT within the curriculum by direct involvement of students in the data collection process as part of learning 'in the field'

To enable new developments in formative and summative assessment

To increase motivation and address low interaction levels in large classes

Alignment with institutional or business aims:

To respond to rising student demand for access to ICT facilities

To improve retention and achievement, by improved monitoring of student attendance and by giving immediate and regular feedback to students regarding attendance and progress – teachers were able to do this by having ready access to information on their mobile devices.

Given that m-Learning is a discipline unto itself, there are certain advantages provided in a m-Learning environment that are not present in other kinds of e-Learning. The primary advantage of m-Learning is to provide truly anytime, anyplace learning. What this means for the learner is that they are no longer constrained by static resources. In addition to being able to access resources from anywhere with a mobile device, this ease of transport has other advantages. Perhaps most notably, mobile devices provide users with an interface to their content that is both personalized and secure (Caudill, 2007). According to Lim, Fadzil, and Mansor (2011), the general objectives of mobile learning are to:

Enhance the blend of the learning modes;

Increase the flexibility of learning offered to learners; and

Encourage and support ubiquitous learning (just in time, anytime, anywhere) via mobile technologies.

In a report of more than 25 handheld learning projects, Shuler (2009) found that the report highlights five opportunities to seize mobile learning's unique attributes to improve education. Those key opportunities for mobile learning include:

Encourage " anywhere, anytime " learning: Students can gather and process information outside the classroom to learn in a real-world context.

Reach underserved children: The low cost of a mobile device makes it accessible to low-income families and can help advance digital equity.

Improve 21st-century social interactions: Mobile technologies can promote and foster communication and collaboration; all important skills of the 21st century.

Fit with learning environments: Mobile devices can fit easily into many learning environments and eliminate the barriers associated with large devices.

Enable a personalized learning experience: Mobile devices allow differentiated instruction for diverse learners who can learn at their own pace.

Shuler (2009) remarked that mobile devices might be used to capitalize on the personalization capabilities of the devices that make learning more accessible. Mobile devices have bridged learning in school, afterschool, and home environments. Similarly, Y. E. Shih and Mills (2007) and Pollara (2011) agree that the potential uses of Mobile learing in the classroom can do more than foster communication and aid in the exchange of information. They identify several potential advantages of mobile learning.

Mobile learning helps learners improve their literacy and numeracy skills and to recognize their existing abilities

Mobile learning helps learners to increase their understanding of the material/curriculum content.

Mobile learning may act as a good assessment tool for the students to identify areas where they need assistance and support

Mobile learning can be used to encourage both independent and collaborative learning experiences

Mobile learning helps to combat resistance to the use of ICT and can help bridge the gap between mobile phone literacy and ICT literacy.

Mobile learning helps to remove some of the formality from the learning experience and engages reluctant learners to express themselves and their ideas in a manner that is most comfortable to them.

Mobile learning helps learners to remain more focused for longer periods

Mobile learning helps to raise self-esteem/self-confidence

Mobile learning helps to increase students' motivation.

Mobile devices are becoming increasingly less expensive than purchasing textbooks, desktop, or laptop computers.

A student may use his or her mobile device to podcast, study using virtual flashcards, access the internet, connect to social media, read a poem, respond to a question posed by the teacher, post a comment, blog, or use the device as a calculator.

Games for mobile phones have the potential to support both cognitive and socio-affective learning while aiding in the development of strategic thinking, planning, communication, application of numbers, negotiating skills, group decision making and data handling.

Those advantages are supporting the results of some studies that integrating Mlearning with sound curriculum can contribute to increased student engagement, collaboration, productivity, technology competency, innovation, and critical thinking (Chou et al., 2012). The study done by UNESCO (2012) has shown that mobile learning projects in South Africa have been used to improve teaching system especially teaching biology subjects. Furthermore the study conducted by Utulu and Alonge (2012) in Nigeria revealed that mobile phones were used by students for communicating with lecturer in charge of the course, collect data (recordings), sending emails to lecturers, access Online Public Access Catalogue and share knowledge. Also a study by Kajumbula (2009) in Makerere University-Uganda found that mobile phones were used by students for learning and teaching; for example, students can know whether their marks are missing, dates for tutorials, venues and meeting times with research supervisors.

Since the introduction of educational technologies into classroom settings, teacher education has faced the challenge of improving in-service teacher education and preparing pre-service teachers for successful integration of educational technologies into their teaching and learning practices (Sang, Valcke, Braak, & Tondeur, 2010). Teachers are supposed to acquire the skills and knowledge necessary for ICT use in the learning processes and to use them for such different purposes as professional development, both in their pre-service education period and in their professional life (Yapici & Hevedanli, 2012). Teacher learning should equip teachers for 'best practices' in ICT integration that contribute to improving existing teaching practice to achieve the goals of school reform (Ertmer & Ottenbreit-Leftwich, 2009).

Purpose of the Study

Teachers' perceptions towards ICT is a very important factor that educators ought to consider in implementing ICT in education (Kyriakidou et al., 1999) and it is a major predictor for future ICT use in the classroom (Teo, 2008). The purpose of this study is to understand how student-teachers are currently using mobile devices informally for educational purposes. It will also investigate their perceptions with regard to mobile learning and mobile device use in the classroom. The study will also explore how the formal use of mobile devices inside and outside the classroom could influence student learning, engagement and participation. Finally, the study will examine if student-teachers are ready to adopt the use of mobile devices in the classroom.

The major purpose of this study is to examine student-teachers' perceptions towards using mobile devices in teaching and learning. The following research questions will guide this study:

How do student-teachers currently use their personal mobile devices informally for educational purposes?

What are student-teachers beliefs, ideas or perceptions about the role of mobile in education?

Are there any differences student-teachers' perceptions across their gender?

Method

Research Design

This research is a descriptive in nature; its key purpose is a description of the state of affairs, as it exists at present. Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed (Kothari, 2004). Therefore, qualitative data were obtained through a survey conducted with pre-service teachers, the gathered data were analyzed using both descriptive and inferential statistics.

Participants

The research sample consist of 121 undergraduate students who studying at eight different faculties in Universiti Pendidikan Sultan Idris-Malaysia (University Education Sultan Idris in Malaysia) in the academic year of 2013-2014 , they were invited to participate in the survey via email that included a link to the web-based survey. The male students (n = 24) form 20% of the sample while the female students (n = 97) form 80% of the sample. The mean age was 20.9 years.

Materials

In order to investigate the student-teachers ' perceptions towards mlearning, the researcher adapted this research instrument form "Mobile Learning Survey" developed by Pollara (2011) to survey students' usage, cababilities and

perceptions about mlearning. The adapted questionnaire was a Likert-type scale containing 24 items that presented statements of perceptions and current educational use of mlearning was used as a data collection tool. The instrument consists of three sections; section one of a survey contained three demographic questions: age, gender, and college affiliation. Section two of the instrument contains eight common educational tasks that they currently use their mobile devices for. Tasks include: Tasks included: downloading an application to learn something new, accessing an Educational Management System (MyGuru) on a mobile device, texting a classmate about the content of a class, and reading an article on a mobile device. The items in this section are 3 Likert scale (usually, sometimes, never). The third section of the instruments contains 16 questions related to perception. This section divided into three sub-scale: Participation/Engagement (items 1-5), Perceived Usefulness (items 6-11) and Ease of Use (items 12-16). Every item in the third section is 5 Likert scale. Likert scale question comprised five points ranking following: ''strongly agree'' (5 points), ''agree'' (4 points), ''neutral'' (3 points), ''disagree'' (2 points), ''strongly disagree'' (1 point). Cronbach's alpha, the measure of reliability, was calculated for the scales and subscales for items measured on the five-point Likert scale. Pertaining to the Predicted Student Activity Levels with the Integration of Mobile Devices, "Participation and Engagement" had an alpha of 0.901. The subscales of "Student Acceptance, Perceived Usefulness" and "Ease of Use" had alphas of 0.706 and 0.823 respectively. The overall scale had an alpha of 0.864. All scales and subscales were greater than 0.7, which is considered "acceptable" for exploratory research.

Since the instrument has not been used in the Malaysian cultural background before, the researcher retest the reliability using a sample of (20) undergraduate students in UPSI. The results of Cronbach's Alpha internal consistency coefficient for the overall scale and the sub-categories indicate that the overall scale had an alpha of 0.927 and the three sub-scales had an alpha of 0.78, 0.844 and 0.847 respectively. This means that the instrument has a good reliability and can be used to measure the pre-service teachers' perceptions towards mlearning.

Data Collection Procedures

Quantitative data for this study was collected through an electronic survey. The students were sent an email that explained the purpose of the study and requested participation. All emails contained a link to the survey, which directed users to the site where the survey was being hosted, the electronic survey was constructed so that it could not be submitted unless all questions have been answered.

Results

The main aim of this study is to measure how student-teachers are currently using mobile devices informally for educational purposes. Also, it investigates their perceptions with regard to mobile learning and mobile device use in the classroom. Finally, it examines whether their usage and perceptions differentiated in terms of gender.

Findings of descriptive Analyses

The second section of the survey asked students to report their use of mobile devices for various educational tasks. Students were able to respond to as many of the questions that they believed applied to their prior use of a mobile device. Table (1) includes the means and standard deviations about student-teachers use of mobile devices on the educational tasks.

The results in table 1 show that student-teachers using their mobile devices to perform all of the functions listed in this section of the survey (the percent of the mean for all the items exceed 50%). The results also show that the student-teachers use of mobile devices is 70.4% (M = 2.112, SD = 0.223). The top performed tasks (engaged in social networking, taken pictures or video, and read an article or assignment) gained a mean percent of 80% or more. The lowest tasks with a mean percent of 60% or less are (look up something that you did not know, texted a classmate about the content, and used your mobile device as a study tool). These results indicate that student-teachers benefit from using their mobile devices to perform the educational task and they avoid any use does not serve the educational mission, such as communicating with others, or even taken pictures or video with mobile device even for an assignment.

In the next section of the survey, students were asked about their perceptions with regard to mobile learning and mobile device use in the classroom. Survey items were designed to elicit a response based on a 5-point Likert scale, whereas 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. Means and standard deviations were calculated for all items, means above 2.5 indicate a positive response (P), 1.5-2.4 neutral (N) while means below 1.5 indicate a negative response (N) to the question. Table 2 presents the results of the overall scale and the sub-scales of Student-teachers Perception of mlearning.

The results in table 2 show that student-teachers have positive perceptions about Mlearning (M = 2.595, SD = 0.416). They positively believe about the " Ease of Use of Mobile Learning" (M = 2.724, SD = 0.554) and then the possibility of "Use of Mobile Learning" in the classroom (M = 2.643, SD = 0.532). Unfortunately, they have a neutral perception about the role of mlearning to engage them to participate in the classroom activities (M = 2.407, SD = 0.664).

In general, these results indicate that student-teachers believe about the importance of using mobile in education and they assert the usefulness of applying it in the teaching and learning process.

For the first sub-scale of the survey "Student Perception of Participation and Engagement"; students were asked how using their mobile devices could impact their participation and engagement inside and outside the classroom. Means and standard deviations were calculated for all items specifically related to participation and engagement (table 3).

The results in table 3 show that student-teachers believe that students would be more likely to "participate in class" and to "engage in class discussions" if they could use their mobile device in the classroom. This indicates that they have positive perceptions about the role of Mlearning in engaging the students in the learning process. Otherwise, they neutrally believe that the use of mlearning would let them "spend more time on classwork", " be more likely to participate in class activities outside of class time" and " be more likely to ask for help". Students responded neutrally to three items and positively to two items indicating that student participation and engagement would increase if students could use their mobile devices.

Next, students were asked to respond to six questions about their perceived use of mobile devices for educational purposes using the same 5-point Likert scale described above. The means and standard deviations were calculated for each question and the results are reported in the table 4.

Students responded positively to five statements and neutrally for just one item "I would like to be able to participate in discussion forums". The positive statements that respondents most commonly agreed upon support the agreement by using mlearning (see mobile learning incorporated into my classes , view course materials, access Educational Management Systems (e.g. MyGuru) and take quizzes). The positive responses to these items indicate that student-teachers support the usage of mobile devices in their classes and their perceptions of mlearning would increase if students could use their mobile devices.

Finally, students were asked to respond to statements about how much effort it would take and how easy it would be to learn on their mobile device. Table 5 reports the means and standard deviations for each question.

Three of the statements about ease of use elicited a positive response from students indicating that students believe that they could easily perform educational tasks on their mobile devices and that using their mobile devices would make it easier to complete classwork and assignments and enable them to learn an study in places they couldn't normally. This positive perception is supported by the neutral perception about the other two items " It would not require a lot of effort to learn how to use a mobile" and " It would be easier to complete classwork and assignments if I could use my mobile device".

Findings of inferential Analysis

Are there any differences in student-teachers' perceptions across their gender? Considering the different perceptions between male and female teachers, the researcher used t-test for independent samples, the results included in table 6.

The results in table (6) show that female student-teachers' perceptions toward mlearning (M = 2.611, SD = 0.413) higher than males' perceptions (M = 2.529, SD = 0.432), but this difference was not significant, $t(119) = 0.865$, $p = 0.389$. The same results were for two sub-scales (Student Perception of Participation and Engagement, and Student Perceived Use of Mobile Learning).

Regarding the student-teachers' perceptions towards the " Ease of Use of Mobile Learning"; the results show that female student-teachers' perceptions toward mlearning (M = 2.784, SD = 0.486) higher than males' perceptions (M = 2.483, SD = 0.734), this difference was significant, $t(119) = 2.425$, $p = 0.017$.

Discussion

The purpose of this study was to understand how student-teachers are currently using mobile devices informally for educational purposes and to investigate their perceptions about mobile learning and mobile device use in the classroom. The study also explored how the formal use of mobile devices inside and outside the classroom could impact student-teachers learning, engagement, and participation.

The survey results indicate that students are currently using their mobile devices to perform a variety of educational tasks. In the classroom, students most often performing supplementary activities, organizational tasks, and using their devices to

access course materials and information via the Internet. Students are performing similar activities outside the classroom, but are also using devices as study tools and downloading applications to learn concepts related to their courses.

Many students reported downloading applications that contained reference materials (i.e. formulas, definitions, figures, texts) for a particular subject. Most prevalent, however, was the use of the device for accessing information and course materials via the web. Although most students were able to access the Internet through their devices, students agreed that course materials and learning management systems should be more accessible and easily viewable in a mobile format from devices.

How would the formal use of mobile devices impacts student learning, engagement and participation in the classroom? Survey results indicate that student participation would increase if they could be able to use mobile devices in the classroom. The results also reveal that students would be more engaged both inside and outside the classroom if they could use devices to post responses. Students also indicated that the use of mobile devices would allow them to spend more time on classwork.

Based on the results of this study, the researcher offers the following suggestions to support the effective use of mobile technology in learning:

Increased faculty training regarding the capabilities of mobile technology and the potential use in the classroom.

Resource page on the university website with recommendations for mobile applications that may be applicable to students.

Encouring the computer science department or an outside resource to develop course-specific mobile applications that could be used for general education courses.

Future research may want to investigate the attitudes and perceptions of large sample and to examine differences based on region, field of study and age. Additional research could also be done to include in-service teachers and compare their perceptions with pre-service teachers. In addition, researchers may want to investigate if a difference exists with respect to faculty affiliation.

Experimental research would also be beneficial to analyze how the use of specific mobile applications could be used in a classroom or could be used to promote formal and informal learning.

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Tables

Table 1. The mean and Std. Dev. about Student-teachers Use of Mobile Devices (N=121)

Items	Mean	S.D	Mean %
use a mobile device to look up something that you didn't know or didn't understand during class?	2.455	0.632	81.8%
engaged in social networking on your mobile device?	1.636	0.592	54.5%
wrote notes on your mobile device to remind yourself of an assignment?	2.273	0.658	75.8%
texted a classmate about the content of the class?	2.455	0.592	81.8%
taken pictures or video with your mobile device that you used for an assignment?	1.769	0.692	59.0%
accessed an Educational Management System (e.g. Myguru) on your mobile device?	2.174	0.615	72.5%
read an article or assignment on your mobile device?	1.719	0.698	57.3%
used your mobile device as a study tool?	2.413	0.679	80.4%
Student Use of Mobile Devices	2.112	0.223	70.4%

Table 2. The mean and Std. Dev. about Student-teachers Perception of mlearning (N=121)

Items	Mean	S.D	Response
Student Perception of Participation and Engagement	2.407	0.664	N
Student Perceived Use of Mobile Learning	2.643	0.532	P
Student Ease of Use of Mobile Learning	2.724	0.554	P
Student Perception of mlearning	2.595	0.416	P

Table 3. The mean and Std. Dev. about Student-teachers Perception of Participation and Engagement (N=121)

Items	Mean	S.D	Response
I would be more likely to participate in class if I could use my mobile device.	2.570	1.419	P
I would spend more time on classwork if I could access materials anytime, anywhere on my mobile device.	1.950	1.210	N
I would be more likely to participate in class activities outside of class time if I could do so through my mobile device.	2.248	1.185	N
I would be more likely to engage in class discussions inside class if I could post my thoughts from my mobile device.	3.050	1.482	P
I would be more likely to ask for help if could communicate through my mobile device.	2.215	1.273	N

Table 4. The mean and Std. Dev. about Student-teachers Perceived Use of Mobile Learning (N=121)

Items	Mean	S.D	Response
I would like to see mobile learning incorporated into my classes.	2.479	1.478	P
I would like to be able to easily view course materials (syllabus. notes. assignments) on my mobile device.	3.091	1.183	P
I would like to be able to download mobile applications that could help me study.	2.686	0.866	P
I would like to be able to access Educational Management Systems (e.g. MyGuru) in a mobile format on my mobile device.	2.736	1.006	P
I would like to be able to take quizzes on my mobile device.	2.579	1.063	P
I would like to be able to participate in discussion forums from my mobile device.	2.289	1.091	N

Table 5. The mean and Std. Dev. about Student-teachers Ease of Use of Mobile Learning (N=121)

Items	Mean	S.D	Response
It would not require a lot of effort to learn how to use a mobile application designed for my class.	2.314	0.913	N
Learning on my personal mobile device would be easy because I am already familiar with all of its functions.	3.190	1.059	P
It is easy to engage in discussions (comment) using a mobile application or website in a mobile format.	3.157	1.118	P
Mobile learning opportunities would allow me to learn and study in places I couldn't normally learn or study in.	2.545	1.118	P
It would be easier to complete classwork and assignments if I could use my mobile device.	2.413	1.046	N

Table 6. Results of independent sample T-Test between Males and Females

	Mean		Std.Dev		t-value	df	p
	Male	Female	Male	Female			
Student Perception of Participation and Engagement	2.483	2.388	0.643	0.671	0.630	119	0.530
Student Perceived Use of Mobile Learning	2.604	2.653	0.585	0.520	-0.401	119	0.689
Student Ease of Use of Mobile Learning	2.483	2.784	0.734	0.486	-2.425	119	0.017
Student Perception of mlearning	2.529	2.611	0.432	0.413	-0.865	119	0.389

Balkan Conflict, the Disintegration of Yugoslavia and the ICTY

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Abstract

Yugoslavia as South Slavic state, initially formed in 1918, under the name of Kingdom of three Slavic peoples: Slovenes, Croats and Serbs, and then as communist country, established after the World War II, has played an important role in regional and international politics. The new federation consisted of six republics and two autonomous provinces, which were constitutive elements of federation having the right of veto. Yugoslav state played an important role on the international stage, especially through Non-Aligned Movement which was founded with India and Egypt. Its leader, Josip Broz Tito, has suppressed nationalism in all the republics and thus managed to keep the Yugoslav nations united around the communist idea, by transforming Yugoslavia into a very strong economic and military country. But, after his death in 1980, nationalisms surfaced and began disintegrating the federation. In this regard, the Serbian nationalism has been particularly distinguished, which has by the use of the Yugoslav National Army (JNA) started wars against other peoples of the Yugoslav federation, who sought secession and independence of their republics. Initially the war started against Slovenia, then Croatia, Bosnia and Herzegovina and more recently against Kosovo Albanians. After many bloody wars that left hundreds of thousands of casualties and millions of refugees, two international conferences had to be held, one in Dayton for Bosnia and Herzegovina and in Rambouillet for Kosovo, including 78-day intervention of NATO aviation aimed to put an end to the never ending conflicts. The resolution of the UN Security Council has also established the Tribunal of Hague which would investigate and adjudicate the crimes committed in Yugoslavia. This Tribunal has imposed 1000 years in prison, especially for Serb military and political leaders. The breakup of the former Yugoslavia resulted in formation of seven new states which are in the path of Euro-Atlantic integration as Slovenia and Croatia which are already permanent members of these organizations.

Keywords: Former Yugoslavia, nationalism, conflict, ICTY, international community

The purpose of the paper

The purpose of this resarch paper is to exsplain how it came to be the disintegration of communist Yugoslavia, as well as the causes and consequences. In the paper clearly shows the impact of the Yugoslav state in the international arena, in economic and especially in the politik terms .Yugoslavia was an federation of different nations with different cultures and with three major religions who for half a century lived together in harmony, inspired by the communist idea of state and party leadership of the country

We will also see that after the end of the Cold War and the revival of nationalism, Yugoslavia became involved in the wars which were followed by the most atrocious crimes and scenes which were seen only during World War II. The bombing of the ancient city of Dubrovnik, flattening as a land of Vukovar city in Croatia, the siege of Sarajevo, the massacre in Srebrenica in Bosnia and Herzegovina and deportation with the trains of Kosovo Albanians are the best evidence of what happened in Yugoslavia. We will see that the war had hundreds of thousands killed, raped, with millions of refugees and destroyed of economy which is still weak and still require time. We remind that in the territory of Yugoslavia occurred six diffferent wars. For every think that happened the International community's as the main guilty main fault declared Federal Republic of Yugoslavia.

Analysis of of the conflict in former Yugoslavia

With the collapse of communism and the reappearance of nationalism in Eastern Europe during the 80s and early 90s, Yugoslavia experienced a period of heavy political crisis and economic. The central government was weakened while militant nationalism strengthened. In scene came many political parties, some of which are committed to the immediate independence of the republics and others seeking greater powers for some specific republic within the federation.

Political leaders began using nationalist rhetoric to eradicate common Yugoslav identity and fostering fear and distrust among the different ethnic groups. In 1991 breakup of Yugoslavia was approaching at a time when Slovenia and Croatia blamed Serbia for unfair dominance of the Yugoslav government, army and finances. Serbia on the other side of accusing

these two republics to the Balkans separatism. Balkan problematic history starting from dates of nationalistic doctrines of statehood. These doctrines were not fully unfolded as simultaneously and fully national identity platforms with the political goals. (Lisen Bashkurti, On international law and International organisation, Gerr, Tiranë, 2006, f.103)

The main causes of dissolution of the Yugoslav federation dealing with the deep economic crisis, the big interethnic hate of its peoples, nationalism and international circumstances. An important fact is the role of leaders ranging from Josip Broz Tito to the last leaders who definitely destroyed Yugoslavia.

The rebirth of the nationalism for big Serbia, must have a cause, which can be linked to the collapse of the Yugoslav economy. (William Blum, The CIA and the U.S. military, Tirana, 2005, p. 585)

Serbia sped up the dissolution process of the Yugoslav Federation, being prepared for conflicts that would bring terrible wars in the regions of Yugoslavia. (Ana Lalaj, Kosovo, The long path towards self-determination 1948-1981, Tirana, 2000, p. 48)

Action that laid the peak of Yugoslav crisis, was the joint maintaining of the JNA, the Yugoslav army, driven by Serbian hegemonism, led by Slobodan Milosevic, mainly for the Serbian interests. But, in front of the world and in front of other peoples of Yugoslavia was insisted on preserving the territorial integrity of AVNOJ Yugoslavia. Here initially started undoing of the only common thread that was left of the Yugoslav community - its army. (Ramë Buja, Conference of Rambujese, Prishtinë, 2006, f. 27 – 29)

Slovenia's declaration of independence actually ended the existence of the SFRY. After the declaration of independence of Croatia, Macedonia, and Bosnia and Herzegovina at April 1992, the federation were left only with Serbia and Montenegro. The remaining two republics declared the Federal Republic of Yugoslavia (FRY) at 27 April 1992. In 2003, the Federal Republic of Yugoslavia was reconstituted and changed its name to the State Union of Serbia and Montenegro. This union was disbanded by proclamation of independence of Montenegro on 3 June 2006 and Serbia on 5 June 2006. U.S. funding have access to all social environments of the federation, which had begun the democratic party or movement. (William Blum, The CIA and the U.S. military, Tirana, 2005, 587)

As a result of direct involvement in all wars that were taking place, the Federal Republic of Yugoslavia was strongly condemned by the international community for its role in these wars and it was decided to stricter economic sanctions, military, cultural and sporting. So a lot of success occurred when issuing the resolution for so called Yugoslavia, when was decided to remove her from all international institutions, deciding an embargo, UN forces were sent in the territories where the fight took place and for penalty of Serbia and Montenegro, although as a aggressors,but in this regard had major delays. (Karen A. Mingst, Bazat e marrëdhënieve ndërkombëtare, Tiranë, 2008, f. 222), Fundamentals of international relations, Tirana, 2008, p. 222)

Map of former Jugosllavisë before and after the war (http://newsimg.bbc.co.uk),

Chronology of the dissolution of former Yugoslavia

The process of dissolution began with the coming to the power of Slobodan Milosevic in Serbia and the drafting of the Memorandum of the Academy of Sciences and Arts of Serbia, under which Serbia was not equal to other republics in the former Yogosllavia federation because the Kosovo and Vojvodina as a two autonomous provinces had elements of the Serbian statehood.Serbian regime began with aggressive policy towards the two provinces until termination of their

autonomy in March of 1989, that was followed by Kosovo Albanian protests that were crushed by violence, many citizens were killed.Disclosure of Serbian program for a big Serbia by threatening other nations with war occurred in June 1989 near Pristina in Gazimestan marking the defeat of the Serbs by the Ottomans 600 years ago .This threat came directly from Serbian President Slobodan Milosevic. Later it will be understood that the plan was that the Serbs within Serbia to enter Bosnia and Herzegovina, Montenegro and part of Croatia at the points of Karlovac-Karlobag-Virovitica.

The republics in the west of the country Slovenia and Croatia seeing these actions of Serbia initially reacted in the 14th Congress CCY, by leaving the hall in protest and dissent against Serbian domination tendencies by giving clear signs that they think of separation from Yugoslavia.Exactly the 14th Congress of CCY held in January of 1990 marks the end of what was called Yugoslavia. In the meantime, all the republics and provinces were formed political parties that engage in Jugosllavia.The 1991 marks the beginning of the end of Yugoslavia because in June 1991 Sllovenia marks declaration of independence, she was the first that was seperated formally from Yugoslavia.

This attack caused the Yugoslav National Army (JNA) which resulted in a short military conflict, known as the "ten days - War" which ended with the victory of the Slovenian forces and the withdrawal of forces and armament of the JNA. There is a general conviction that Yugoslavia especially Serbia itself was specifically interested in the removal of Slovenia from the federation because in this way would have a less enemy towards in the realization of the project for the creation of a Big Serbia.

Yugoslav army was deployed in Croatia where the local Serbs expected uprising against the Croatian government, in the meantime Croatian government was changed and was leded by Croatian nationalists who tried as the same as those Slovenians.Croatia declared independence on the same date with Slovenia, but oppositely from Sllovenia in Croatia the local Serb uprising with the help of the JNA and Serbia and declared their independent state in nearly a third of Croatian territory which was called Serbian Republic of Krajinës while Croats and non-Serbs nations were deported from the area in a violent campaign of ethnic cleansing. Fierce fighting during the second half of 1991 included the bombing of the ancient city of Dubrovnik and Vukovar siege and destruction of Serb forces.
But in the summer of 1995, the Croatian Army launched two major offensives codenamed "Storm" and took control of the entire territory except a corner known as Eastern Slavonia which was integrated in Croatia in January 1998 during a peaceful transition under United Nations administration.

 The struggle was happened also in Bosnjë and Herzegovina and the savagery was the bloodiest of all conflicts of dissolution of Yugosllavia. The strategic position of this republic made him the object of effort and Croatian Serb-dominated part of its territory. In fact, the leaders of Serbia and Croatia had met secretly in 1991 in Karadjordjevo and had agreed on the division of Bosnia and Herzegovina and to leave the muslims a small enclave .

  In March of 1992, in referendum which Serb boycotted, more than 60% of citizens of Bosnja and Hercegovina voted for independence. Almost immediately thereafter, in April 1992, Serbians from Bosnja rebelled with support of the JNA and Serbia and declared Serbian Republic of Bosnia and Herzegovina in the territories controlled by them.

It is estimated that over 200,000 people were killed, thousands of Bosnian women were systematically raped and two million people, or more than half the population, were forced to leave their homes as a result of the war that lasted from April 1992 to November 1995 when the peace agreement was signed in Dayton.

Rudolf Perina, head of diplomatic missions in Belgrade, participant of   Bosnia Peace Conference was direct, in a statement:' In Dayton were invited people those who fight."(Blerim Shala: Vitet e Kosovës 1998 – 1999, Prishtinë, 2001, f. 22). All parties to the conflict created the infamous concentration camps for civilians in Prijedor, Omarska, Konjic, Dretel, and other countries.

The biggest crime carried out during this war happened in the summer of 1995, when the Bosnian town of Srebrenica, which was declared a protected area by the United Nations, was attacked by forces led by Bosnian Serb commander Ratko Mladic. Within a few days in early July, over 8,000 mens and boys Bosnian Muslims were executed by Serb forces in an act of genocide. The remaining women and children were expelled from the city. It is interesting to note that prior to the execution of Bosniaks in Srebrenica a Serbian Orthodox priest blessed the arms of those who will carry out the massacre. The choice was made for Bosnia and Herzegovina is not a good example of solving international crises.

At the end of Dayton summit, the U.S. government came to a stay in a document that was a resume of the U.S. Department of State Summit, which became known that the outer wall of sanctions against Serbia remain in force, unless other constraints, was the solution of the Kosovo issue, which means that this attitude of the U.S. administration for Kosovo was clear, but Summit didnt brought anything single and unique for that. (Ramë Buja: konferenca e Rambujesë, Prishtinë, 2006, f.43)

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According to Richard Holbrooke:" Dayton conference had a very busy and complex agenda, so that when it enters the Kosovo issue would endanger the negotiation process and the peace agreement may not be reached ". (Greg Capmbell: The Road to Kosovo, A Balkan Diary, Colorado, London, 2000, p. 153)

But Kosovo it was exactly the other areas of conflict, where the Albanian majority demanded independence by continuing with the method of civil resistance that was started in 1990. In 1998, violence erupted becauce the Kosovo Liberation Army (KLA), enjoyed the support of a majority Kosovar Albanians was set up in open revolt against Serbian rule, which resulted in the deployment of military and police forces to suppress the insurgents. In their campaign, Serb forces attacked civilians being shelled villages and forcing Kosovo Albanians to leave their homes. This situation coincides exactly with the words Vasa Çubriloviq Serbian academician since 1937 when he says that "It remains to be used a method which Serbia has practically used after 1878, burned secretly villages and parts of the city where Albanians live." (Srbija i Albanci, knjiga prva,Ljubljana, 1989)

So Serbia had not waived continuing Kosovo war and using the same actions: violence, massacres, deportations, burning" But even this form of Serbian terror war to disrupt the momentum of the Albanian and the Kosovo Liberation Army ." (Misha Glenny, The Fall of Yougosllavia, London, 1996, p. 33)

After the failure of efforts to resolve the crisis in talks mediated by the international community in Rambouillet, NATO conducted a 78-day campaign of air attacks against targets in Kosovo and Serbia.

In response, Serbian forces intensified persecution of Kosovo Albanian civilians being deported over a million Albanians from Kosovo. Form of deportation trains to Macedonia was completely the same with what the German Nazis did to the Jewish people during World War II. In the end, Serbian President Slobodan Milosevic agreed to withdraw military forces and police from Kosovo. About a million Albanian refugees returned to their homes and about 100,000 Serbs fled Kosovo for fear of retaliation. In June 1999, Serbia accepted international administration of Kosovo before determining its final status, which was determined on 17 February 2008 when Kosovo's parliament declared independence which is currently recognized by 106 countries of the world and which was confirmed International Court of Justice.

After the loss suffered in the Kosovo war and leaving forever from Kosovo in 1999, the majority of Serbian forces were deployed in the Presevo Valley to become even more difficult situation already quite irritated and turning it into a new area of conflict, should know that municipalities Presevo is mostly Albanians in Serbia. (http://www.kt.gov.rs/lt/articles/presheva/)

This situation became unbearable and the population began to organize itself by forming self-defense UÇPMB is the abbreviation for the Liberation Army of Presevo, Medvegja and Bujanovac where conflict broke Serbian government forces. The intervention of the international community was immediate and after much consultation with the Albanian as well as Serbian special envoy of the Secretary General of NATO Ambassador Pieter Feith managed to reduce the negotiating table Serbian and Albanian sides.

In these talks Peace Agreement was reached with the name "Konçul Agreement" but the situation remains the same, with the only difference that the population massively outgoing towards Kosovo and Western European countries, especially after the removal of visa regime by the EU Serbia.Besides the conflict in the Presevo Valley war broke out in Macedonia, which was on the southern republics of the Yugoslav federation, and which declared independence in the fall of 1991 and had a peaceful separation. Later was admitted to the United Nations with a temporary name – Former Yugoslav Republic of Macedonia (FYROM).

Former Yugoslav Republic of Macedonia, whose population consists of Macedonians and Albanians and some minorities, peace experienced during Yugoslav fighters during the 90s. Being defined as a state only Macedonians and Albanians induced response in early January 2001, the National Liberation Army (NLA) of ethnic Albanians confronted with security forces seeking autonomy or independence for areas inhabited by Albanians in this country. Armed conflict was held for several months in 2001 and ended with a peace agreement - "The agreement of the Ohrid Framework" which provided for power sharing, disarmament of Albanian fighters, and deployment of a force of NATO supervision. But even though it has been over 10 years since the war such agreement has not yet been fully implemented due to the numerous obstacles that come from the Skopje government

The Tribunal of Hague- ICTY

Numerous atrocities carried out in Croatia initially and later in Bosnia and Herzegovina urged the international community to act. Since 1991, the United Nations took note of the situation and then encouraged parties in the conflict to respect international law. Reports of the massacre of thousands of civilians, rape and torture in prison camp, horrible images from

surrounded cities and the suffering of hundreds of thousands displaced people from their homes set increased the awarness to move and take the step of the United Nations for the establishment of the commission of experts to assess the situation on the ground at the end of 1992.

 In its report, the commission documented the terrible crimes and gave the UN Security General Secretary's evidence of serious violations of the Geneva Conventions and other violations of international humanitarian law. Based on these facts on May 25, 1993, the UN Security Council adopted Resolution 827. (http://www.un.org/en/sc/repertoire/9699/Chapter%208/Europe/96_99_8_European_27D_International%20Criminal%20Tribunal.pdf)

Thus establishing the International Criminal Tribunal for the former Yugoslavia, known as the ICTY. This resolution contained ICTY Statute which determined the jurisdiction and the organizational structure as well as general criminal tribunal procedures. It was the first war crimes court's established by the United Nations and the first tribunal for war crimes since Nurenbergut and Tokyo tribunals. This date marked the beginning of the end of impunity for war crimes in the former Yugoslavia.

The achievements of the Tribunal –Bringing the leaders in front of responsibilities

By putting individuals in front of the responsibiliites despite of their position, the tribunal has broken the tradition of impunity of war crimes. Tribunal raised charges against heads of state, prime ministers, army chiefs, members of governments and many other leaders from various parties in the conflict in Yugoslavia. Thanks tribunal, no question arises on whether leaders must be held accountable, but how we can be held accountable. " European barbarism showed itself in the Balkans, with a neighbor, and neighbor killed in fratricidal wars that cost more than 200,000 lives and for ethnic cleansing of millions of human beings, mostly Muslims of Bosnia and Kosovo." (Garton Ash Anthony, the Free World, Random House, New York, 2004, p. 52)

Conclusions and recommendations

From all what was mention in this paper rightly conclude that the former Yugoslavia had a significant role in regional and the international politics.International circumstances, especially the Cold War between the two blocs, East and West that enabled a very active role, especially through movement of not involvement in which way was introduced between these blocks.. Even though it was a country that unite different peoples with different cultures and with three major religions, these people lived for half a century in harmony with each other under the leadership of Yugoslav communists. Also note that the nationalisms of all oppressed peoples and boundless faith was for national army of Jugosllavia. But with the fall of the Berlin Wall as a symbol of communism and the division into blocks also Yugoslavia nationalist formed political parties and began to think of dividing from federation. More aggressive in this regard was shown Serbian nationalism which was the cause of many wars to claim the creation of a Big Serbia. The main reasons for the dissolution of Yugoslavia as was mentioned were economic situation, nationalism, international circumstances and the role of leaders.During process of disintegration of Yugoslavia was held six different scale conflicts that left over 300,000 people killed, thousands of women raped on - mainly Bosnian Muslim, 2-3 million were refugees and was causing the war which world had not experienced since World War II. Dubrovnik, Vukovar, Srebrenica, Racak deportation trains Kosovo Albanians were the reasons that the international community Tribunal initially formed recently and used the force (Kosovo case) to stop the crimes.

Also we can conclude that the Tribunal imposed over 1,000 years in prison for the accused who were mostly Serb political and military leadership and innovation was putting in front of responsibilities of the political leaders (heads of states, prime ministers, ministers) or military (General, Admiral or the lower ranks), therefore no longer admitted dilemma whether to put in front of responsibiliites but the dilemma was how to put in front some of them are which were hidden for years from the international justice.

In the end we can conclude that the dissolution of Yugoslavia was the bloodiest war compering of the dissolution of other Eastern Bloc countries such a countries from former USSR Czechoslovakia becauce during the breakup of Yugoslavia because the horrors of war have experienced all of its people . whereas nowadays all seven countries formed from the former Yugoslavia have as main objective the Euro-Atlantic integrations, while two of them now Slovenia and Croatia are members of these organizations, while other countries are underway.

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University of Shkodra " Luigj Gurakuqi" on university trade

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Abstract

University of Shkodra "Luigj Gurakuqi" is one of the oldest universities of Albania. There are 15 Public and 44 Private Universities and Schools of Higher Education in Albania. The University of Shkodra was established in 1957. It has 6 faculties attended by more than 15000 students. It issues 24 Bachelor and 43 master diplomas (Professional Master and Master of Science) and PH.D programs. In this material there is given information about the objectives and the strategy of Shkodra University, different relations with many national and international universities with the aim to improve the teaching process, scientific research work as well as a better management of its resources. In the framework of this study it is reflected our experience in the management of university, which has helped us to be competitive in the University trade and "Economy market" according to the high standards of High European Education in Albania and everywhere. In recent years, the strengthening and expansion of the University of Shkodra cooperation with various universities in Europe and USA has helped in improving the level of teaching, scientific management concepts based on new market economy system.Taking into account the idea that education is a good thing for the public, as well as, the fact that today we are at the stage of creating a democratic state and society based on the values, knowledge and prosperity, we can say that higher education has been and remains a key priority for any society, particularly for Albanian society. In this context, the goal of our University is to become a shelter of free thought and responsible promoters of scientific facts. We aim to be competitive in the market, aiming in particular at strengthening the quality of teaching and scientific work. We are aware that the quality and scientific research are the bases that help us in the adaptation and mobility towards European standards of Higher Education. The real situation of development of higher education, with its difficulties and problems, and the recent development trends of the University of Shkodra, have engaged us in adapting and implementing the highest possible standard in community of Albanian and European University work.

Keywords: High education, Bologna declaration, Internationalization of university, university trade.

Introduction

Rapid and continuous technological and economic changes (as well as their consequences for the labour market) in the world today, pose new challenges to higher education in general.

Universities bilateral relations with the labour market and increasing number of students attending higher education institutions place universities in front of the necessity to organize and reorganize their systems of study under to some well-defined academic standards.

Taking into consideration such a situation, we should meet the essential requirements of the diverse offered diplomas by our University.

University of Shkodra "Luigj Gurakuqi" is one of the oldest universities in Albania, with over 57 years experience in Albanian Higher Education. It has six faculties with 24 programs of study "bachelor", 43 programs of study "professional master" and "master of science" and 1 study program "doctoral studies".

The offered study programs at our University prepare specialists who have access to the labour market and they have possibilities to be qualified in different scientific directions or they have also got the professional opportunities in the field of specialization.

We can say that teaching autonomy has allowed us to determine the content of the courses in accordance to the dynamics of the labour market.

The curricula compilation is designed to gradually improve the level of deployment of graduates in the labour market. This is done by emphasising the instruments of cooperation between universities and the productive economic entities, as well as by consulting with the social partners (different orders and professional colleges, associations).

This requires that universities determine in the curriculum the objectives and formative activities. This should be done after being consulted with the labour market and the representative of organizations in local and regional level.

Based on the current state of development of higher education in Albania and the development trends of the University of Shkodra in particular, our goal is to be engaged and integrated into the higher standard of higher education in Albanian by facing the challenges of competition in the university market.

Main aims of teaching and scientific work in university

Being in front of these challenges, we stress that some of the main aims of teaching and scientific work in university would be as following:

I. Enlargement and enforcement of the studies in three cycles of studies in different branches at Shkodra University and the continuous growth of the quality of the teaching process – (important factors in preparing qualified specialists not only in the scientific field but also in the practical skills in order to successfully cope with security challenges of working in a market economy). To accomplish this task we need to:

Develop the university studies in three cycles, mainly in those faculties which have the needed qualified academic staff;

Evaluate the programs of study in order to further develop the academic qualities by combining employment opportunities and competition. This would make possible to offer to our students and create much greater employment possibilities in Albanian market;

Renew and continuous improve the curricula, teaching plans and programs meeting the Western European standards;

Create gradual various new profiles and encourage interdisciplinary. But we should study the needs of the labour market before;

Continuous improve and develop the educational and scientific infrastructure in order to facilitate the maximum development of teaching process in order to face the challenges of employment;

Enrich the scientific educational infrastructure through the establishment of new laboratories and scientific teaching;

II. The continuous increase of the scientific work level considering it as highly connected to the didactic activities.

 For such a purpose we have to:

clearly define the basic rules of the organization and the management process of scientific research activities. The financial means, income administration and fees for the administrative and scientific entities should be well-planned;

specify the stimulating instruments and policies for the research activities;

stimulate the activity of the existing scientific units and establish new research units at respective faculties;

not to consider the scientific research work as individual work as it has been considered till now but we should consider it as an integral part of department's activities. Research results should raise the quality of teaching service and promote teamwork.

deepen the scientific research activities and increase publications in scientific journals particularly in journals with impact factor;

reconsider the teaching load of the professors according to their scientific research activity;

continuous scientific qualification of academic staff should be considered as important element in the increase of scientific level work at university.

    The achievement of these aims requests a stronger cooperation of Shkodra University with different scientific institutions in Albania and other countries. The improvement of the scientific infrastructure in order to give the possibility to the scientific researchers to express their capacities.

III- The scientific experience in the field of teaching and research through participation in scientific conferences and publishing of scientific articles in national and international journals.

Shkodra University, with a history of over 57 years in the field of higher education in Albania, has gained valuable experience in terms of preparing teachers and different specialists. The experience gained has requested an integration of

forms and new ways which help us in developing a standard in teaching process and increases the level of research. It is important that departments and public opinion uses these results.

In the framework of this goal, there are organised many scientific activities in cooperation with various national or international scientific institutions or our professors have participated in these activities in different European countries. In these activities there are addressed and discussed economic, social, environmental, cultural and regional issues regarding the field of higher education.Many of these results have been published in various scientific journals at national or international level targeting those with impact factor.

The increased number of the articles published shows a greater commitment of the academic staff in the field of research in the respective disciplines. There is noted an increasing number of young professors engaged in research.

IV.The Internationalization through the strengthening of international relations.

We aim to:

• develop the exchange of students and researchers among universities, especially with American and European Universities, in order to enable the establishment of relationships as positive recognition and a mutual objective assessment of the work. Researchers at the universities of different countries have common interests study. In many cases they can approach to each – other on the basis of an inter-institutional program to perform additional studies and results of joint publications.

• strengthen efforts for a further qualification of the staff in various areas, such as academic, technical - scientific and administrative managerial;

• collaboration with universities across Europe create a huge potential and fruitful cooperation, based on interests, missions and power. The development of cooperation and exchange program of Master or PhD by promoting joint programs.

Only in the last 10 years we have signed a series of mutual agreements of cooperation with other international universities. They are shown in the following map 1.

Results

The most important results of these collaborations are:

• The establishment and consolidation of faculties as well as the establishment of new programs study;

• Improvement of teaching infrastructure and laboratories in the different branches;

• Professional and scientific qualifications of the academic staff;

• Implementation of joint scientific projects in the framework of Tempus, CEEPUS, and Erasmus Mundus programs ect;

• Preparation and publication of scientific articles in common fields.

Conclusion

     This experience has served as a basic academic and institutional value that will assist in fulfilment of our objectives in the university labour market;

• the adaptation of studies and students´ graduation in order to make able to compete in the labour market;
• the continuity of studies in three cycles study;

• providing a higher level of students´ training;

• adapting University of Shkodra offers to the demands and professional opportunities of the labour market;

• stimulation of the mobility (for students and academic staff) in national and international universities;

• enhancing inter-institutional cooperation;

• integrated study programs focused on regional development;

• involvement in joint research projects among different universities.

Through this paper we emphasize that in the context of higher education reform, USH seeks to engage the best possible and sustainable alternative, in the area of Albanian higher education.

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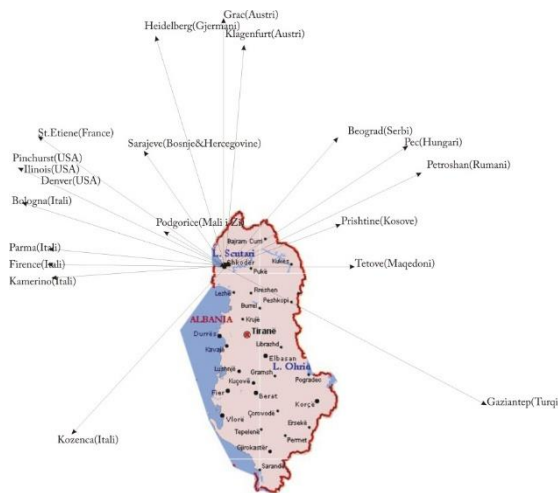
Fig.1 Map of collaboration of Shkodra university with foreing universities.

International press and diplomatic circumstances in Kosovo in the years 1988-1990

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Abstract

The dramatic events of 1988 and 1989 years in Kosovo, followed by strikes, protests and demonstrations in defense of the autonomy of Kosovo began with "Trepca" miner's incarceration in seven-day strikes in the depths of the mine galleries. Students and Kosovo people continued strikes, affected agencies and the strongest international newspaper journalists to come in Kosovo and inform their readers what actually was happening in Kosovo. Events in Kosovo undertaken by internal affairs organs of the Yugoslav Federation caused numerous reactions in domestic opinion as well as in the international. CNN, BBC, France Press, DPA, Corriere della Sera, ANSA and many other mediums were giving a completely true situation in front of other official state propaganda then. These media correspondents were reporting on the continuing violence arrests and killings of Kosovo citizens by these state bodies. These were brave journalists who disseminated in public the appearance of intellectuals isolated in Kosovo that were being held in prisons without the right decision and the question of: What would happen to them if they do not come on the front pages of news in these media? As a merit of their work, Kosovo came on the front pages of all prestigious international journals which set in motion the intellectual elite of their countries and official reactions to the states. Thanks to these reports Kosovo for the first time was visited by a European Parliament delegation who was informed closely with the real situation.

Key words: mediums, newspaper, journalists, news, delegation.

Introduction

Yugoslav Federation has never been more disorganized than in the period of 80-90 years. All Yugoslavia eagerly was waiting for federal government actions and the head of state reaction that were very silent about new events in Kosovo while in the other side foreign media tools will assess. The pressure that was consistently done to the Albanian people and its autonomy, enshrined in the 1974 constitution by Serbia will push the Assembly delegates to state clearly to the positions that had begun to apply Serbia on Kosovo.

Convinced that only independence and self-determination could save Albanians from the cataclysm that threatened them, delegates on the assembly held on 2 July 1990 will declare the independence. After this act, internal affairs bodies of the Yugoslav Federation would be forced to take actions which will cause many reactions in the internal and external opinion. Manifestations of peace and political autonomy precede more serious event for the Albanian people. Serbia made final preparations for the final destruction of Kosovo's autonomy after the open support given to Serbian hegemony from other republics in the embarrassing way that the ruling party had begun. Major campaign to change the constitution of Kosovo with which would definitely deal the autonomy takes its epilogue. Serbia on 23 March 1989 put Kosovo on a military curfew. Conversely Albanian people will start organization and its epicentre will be Trepca miners. Miners earlier investigated what is expected and what was prepared for Albanians and what the government had prepared at that time. In this constant pressure that was done to them and the people in general they decided to lock themselves in the mine galleries to sacrifice themselves to draw the attention of world public opinion against the demolition of autonomy that their government was doing. Trepca miners will join the other miners throughout Kosovo. One of the main demands of the miners was giving strong guarantees that three Kosovar leaders Shukriu Ali, Rahman Morina and Hysamedin Azemi who escorted demolition of autonomy will resign irrevocably, and without strong guarantees received by the leaders of the Kosovo Yugoslav constitution will not be changed against the will of people. At this time hundreds of people were abused and imprisoned and in police hands crossed over 500 thousand. Trepca miners act actually will draw worldwide attention mostly in Kosovo that followed with a general strike.

Political developments in Kosovo-1988-1989

Protests –Miners strikes

Dramatically events of years 1988 and 1999 in Kosovo followed by strikes, protests and demonstrations to defend the Kosovo autonomy which starts with isolations of miners of mine "Trepca" in seven days strikes in deep mine galleries and continued strikes of students and nation of Kosovo effected that in Kosovo come journalist of agencies and the most powerful international newspapers to reflect the situation and to inform the situation much more real to their readers of what was happening in Kosovo.

Events in Kosovo undertaken by the Interior Yugoslav Federation body caused many reactions as in internal opinion also in international opinion too. CNN, BBC, France Press, DPA, Corriere della serra, ANSA and many other media were showing completely different situation in rapport with official propaganda of state. The correspondents of this media were reporting about the ongoing violence, arrests and also for killing of people in Kosovo from the state agencies. Were exactly these brave journalists who disseminated in opinion the occurrence of isolation of the intellectuals of Kosovo who were kept on prisons without any judgment and with no right for question: what will happen to them if the news will not invade the first pages of this media?

As a merit of their job, Kosovo was in the first pages of the international prestigious newspapers that moved the elite intellectuals of their places and brought the official reactions of their states. Owing to these reports for the first time Kosovo was visited by European Parliament delegation, which was persuaded closely with the real situation.

Positive reactions of world relevant institutions

On October of year 1990 in Kosovo stayed a delegation with four members of the committee for the international humans rights of lowers association chamber of New York (U.S.A).The delegation headed by Warren P Stern in constitution by Michael E Galigan, Deborah J. Jacobs and Morris J. Panner met Yugoslav and Serbs official of that time also with a specialized lowers for the human rights and with Albanians who were the victims of human rights violation.

Final   product of this mission was the huge report of 80 (eighty) pages "Kosovo crisis and human rights in Yugoslavia" which was distributed to the international opinion on 13 (thirteen) February 1990. From this report in some pieces where it's given the history of Kosovo from the time of Roman empire till the creation of Yugoslavia, the status of Kosovo within Yugoslavia the beginning of crisis and the actual situation   continually give in integral way the part which has to do specifically and directly with violation of human rights in Kosovo.

Die Press newspaper said that the Serbian government and the opposition are unique in the current action and they are competing with regard to the severity of the Kosovo Albanians. (Rilindja 1990 pg. 2)

After the new situation created in Kosovo with the suspension of the Kosovo Assembly from Serbia FKADNJ (U.S. Congressional Foundation for Human Rights) made this appeal to the George Bush administration about recent actions by the Serb government, who enhanced the confrontation between ethnic Albanians in Kosovo province of Yugoslavia and Serb forces that were controlling the region. The members of congress foundation for the human rights they appeal to Bush administration to express the big troubles that the hostile acts which are taken by Serbian government may taken to destroy the Yugoslavia.

Congressional members of the Foundation for Human Rights make appeal to the Bush administration and express concern that hostile acts undertaken by the Serbian government could lead to the destruction of Yugoslavia. Congress members make call for reconsideration of U.S. policy toward Yugoslavia by introducing the criterion of human rights in determining U.S. policy. (Rilindja.1990 pg.4) Members of Congress will also express their concern that the Yugoslavia waywardness would destabilize the Balkans region and will lead to ethnic conflicts.

Monita-an Italian newspaper of Rome says that: the response of federal leadership will not be expected much but the room for negotiation is excessively narrow. (Rilindja 1990 pg.3) Sofia Duma says that Yugoslav republics with large fever are acting about the major changes to their state sovereignty and are committed to expect much more the inevitable concern in case of profusion of the federation. Paris AFP thinks that united Albanian opposition has decided to respond with passive resistance in case of profusion of the federation. On the other hand IRNA of Tehran says that the Albanian population of Kosovo has decided to offer guardian resistance, while Serbia will react more quickly to calls for strikes and warned that it will not tolerate interruption of production in the province. (Rilindja 1990 pg.4)

Positive evolutions of the international   mechanism

At the Conference on the Human Dimension of the CSCE in Copenhagen in June 1990, the U.S. delegation chief, Max Kampelman said that " the violence is worrying in Yugoslavia", and advised the Yugoslavian government that Kosovo problems will not be solved without dialogue with Albanian democratic organizations.

U.S. Department on June 30, after expressing the grave concern about the created situation and tensions in Kosovo finds that the choice cannot be done with threats. U.S. Senator, Larry Pressler after hearing for declaring Kosovo an independent and democratic subject wrote a letter to U.S. Secretary of State James Baker and urged the U.S. government to find a way to provide support of independence act and strong democratic movement in Kosovo, and the possibility for self determination of Kosovo citizens. The first resolution that came before the House of Representatives is the U.S. Congress's resolution of November 1990, sponsored by Senator Alfonso D'Amato and Congressman Larry Pressler. This resolution in one manner "interrupts the continuity" of "thirteen resolutions before" (1986-1991), regarding the recognition of further SFRY.

Presler D'Amato-resolution raises new approach to the space of the former Yugoslavia. (Blerim Reka, Pristina 1995)

In the Resolution for Kosovo in five points are specified congressional conclusions about the situation in Kosovo.

First, it expressed gratitude to the Albanians for patience in this difficult period and also hailed their determination for solving problems peacefully and democratically.

Secondly it is required by the SR government of Serbia to join the peaceful and democratic dialogue with representatives of the Albanian community in Kosovo, including the LDK. The Belgrade government is invited to stop violence, intimidation, threats and use of force. (Glareva Fitim, 2004)

Third it is stated in the Resolution that "the president of Serbia (Milosevic) should abandon his disastrous policies. In resolution Milosevic is openly blamed for "ruining the conditions for peaceful and democratic elections in Kosovo, which will respect the rights of all citizens".

 Fourth "Yugoslav and Serbian government is invited to provide full autonomous status for the province of Kosovo and to restore the legitimacy of the government in Kosovo".

 Fifth "The U.S. head required from the highest level of the Yugoslav government of Congress to express concern because of the situation in the province." (Dielli-1992 p.2)

In 1992, to the House Representatives of the U.S. Congress appeared only a separate draft resolution on Kosovo, it was - 21 resolution sponsored by Congressman Tom Lantos. The requirement of this resolution was "Recognition of the Republic of Kosovo by the U.S. President". (Blerim Reka, Pristina 1995) The demand for "recognition of the Republic of Kosovo" was justified by the fact that Kosovo is defined as sovereign in the first National Liberation Conference, held on January 1, 1944, and the Constitutions of the SFRY in 1946 and 1974, as one of the constituents of the Yugoslav federation. Serbia destroyed the autonomy on March 23, 1989 without the consent of the people of Kosovo and the Kosovo Assembly on 2 July 1990 proclaimed Republic of Kosovo it has approved the Constitution of the Republic of Kosovo on 7 September 1990 based on the principle of self-determination, equality and sovereignty. This resolution sought to guarantee the rights and freedoms according to international standards, and relied on the principle that all peoples are entitled to completely free to decide their internal and external political status. (Blerim Reka, Pristina 1995)

Concretization of international pressure on Serbian hegemony

On May 27, 1990 in Pristina a group of U.S. Congressmen Tom Lantos, Joseph Dio Guardi met with Ibrahim Rugova and other members of the party, the crowds were waiting, but even here the police violently dispersed them. In an interview given to the daily "Rilindja", U.S. Congressman Tom Lantos said "We will take care for Kosovo till the end ". (Ndreca Mikel, 2001) The visit of U.S. Congressmen from Belgrade was considered as a violation of sovereignty of Yugoslavia and Serbia. Another visit of U.S. senators who will point out the bloody purpose of Belgrade and the Milosevic regime will be the visit of Senator Robert Dole.

Senator was expected from a large crowd of people who found a kind of support from Americans, but this crowd was mistreated by Serbian police. In this case many participants were seriously injured and later they were imprisoned many of them with quick trial proceedings. Senators advised and warned the Albanian leaders to be more careful and to avoid Serb provocations.

The European Parliament in Strasbourg on 13 July 1990 adopted a resolution which condemns dissolution of the Assembly of Kosovo, Serbian government control over the media in Albanian and demanded immediate suspension of extraordinary measures in Kosovo.

European Parliamentarians urged that the1974 constitution should be respected , while the House of Representatives of the U.S. Congress approves a resolution on Kosovo and asked the Government of Kosovo to stop the violence, intimidation and use of force and to resolve political and economic crisis in province. In the content of the resolution was required:

1. Release of political prisoners since 1981

2. Decides to send in Kosovo the delegation and requests from the Yugoslav authorities to ensure free circulation,

3. Authorizes its president to forward this resolution to Commission, Council of Ministers the European Parliament also to the   Serbian and Yugoslav governments.

4. Requires recognition of the legitimacy of parliament scattered from Serbia

5. Resumption of work for prohibited newspapers and Pristina Television this respecting the freedom of expression and the press, having accounted the eviction from Kosovo on 3 September 1990 of the members from the international federation for the human rights by Serbian authority. Interruption of killing, torture, arbitrary detention harassment of the Albanian political prisoners avoid the censure and back on duty all Albanian's who were suspended from march of year 1989. Requires form Serbian authority, to withdrawal the army and police forces from Kosovo.

Euro-Western press about the events in the former Yugoslavia - Kosovo

Violent measures that were taken from the bodies of internal affairs of the Yugoslav Federation in Kosovo caused numerous reactions in domestic opinion as well as in the international. Various press agencies like BBC World, Frans Press Agency, DPA Agency, courier Della Sera, Frankfurter rundeshau, Allgemajne Frankfurter Zeitung and many others reacted immediately.

Most of the media will try to touch in the core of the problems that Kosovo was facing. Some of Austria's newspapers will bring information about new measures in Kosovo they will ascertain the removal of Kosovo's autonomy. The newspaper "Standard" means that "witnesses have reported that in Kosovo, Serbia has sent tanks and further added that a day before the Serbian Parliament approved emergency procedure law that the Albanian government in Kosovo is denied and replaced with Serbian representatives "(Rilindja 1990 p.3) This newspaper also publishes commentary titled "Serbia greets" stating that taking full power shows that Serbs in Kosovo have already agreed with the distribution of the Yugoslav Federation.

While the newspaper "Folkshtime" writes that the Serbian Parliament has decided to abolish the autonomous rights of Kosovo, because this region is occupied by the Belgrade military and police emergency situation over there.

BBC also says that under the new constitution that is being prepared in Serbia, the Kosovo Assembly will lose most of its current powers, all legislative power will pass in Serbian assembly. The Boston Globe about the situation in Kosovo in an article entitled "Kosovo democracy" among others will write that Kosovo is under the control of the Serbian police force which is used to extinguish the protests and that "in this province where Albanians make up 90 percent of the population, the state of emergency was implemented over a year ago " (Rilindja,1990, p.3). Chicago Tribune in an article entitled "The Last sickness of Yugoslavia will highlight that between stormy changes in Eastern Europe," Yugoslavia looks like a corpse that refuses to rot "(Rilindja, 1990, p.3). Without Slovenia, or perhaps even without the southern province of Kosovo, where Serbs still demonstrate their iron muscles, perhaps Yugoslavia could continue somehow, but her life would not last a minute with the emergence of Croatia. More than in any European country living together in Yugoslavia was imposed more strongly than with the consent of its people it did it to call a "seasonal state." In an article entitled how to control Kosovo from Frans Press Agency in its report assesses that Serbia has given serious punch to the province of Kosovo, which has enjoyed broad autonomy and that actually was the seventh Republic of Yugoslavia and here is seen the Albanian opposition clearly expressing the nervousness which adversely await the decision of Serbia. DPA Agency notes that Serbia has taken the final step in conflict with the Albanians of Kosovo and that this Serbian decision represents a reaction to declaration of Kosovo republic. However, it is uncertain how Serbia will check the province in her daily life and will give the apparent resistance of Kosovo Albanians. The Vienna "Presse" in a comment titled "The relative triumph" states that with the distribution of the assembly were disappointed aspirations of the people of Kosovo to independence.

Milan Journal "Corriere Della Serra" will clarify the decisions taken in the Federal Republic which differed from the Republic in Republic. In Serbia the decisions were taken as a victory, while in Croatia, Slovenia and Kosovo these decisions dealt with indignation. Rome newsletter called "Republic" will consider that the decision of Belgrade will contribute to an increase

of the tensions while Slovenian and Croatian forces will use that in distribution of the Yugoslav Federation. (Bujku. 1990 p.9).

Washington Times estimates that increased tension and transnational political rejection even more will bring the perspective of a definitive distribution as the most unstable country in the Balkans "(Bujku. 1990 p.9). Rundschau Frankfurter wrote that if the disintegration of Yugoslavia happens, one of the biggest problems will be setting the borders between the present republics.

BBC will report that the Kosovo issue to the world will remain internal affair of Yugoslavia until it would endanger peace in the Balkans, which can easily happen. "Gjopn" wrote that in Slovenia is considered that the current measures taken in Kosovo because the political beliefs of the Provincial Assembly delegates are distributed unacceptable to Serbian officials. "(Mladina, 1990 p.24)

UPI about the situation in Kosovo will outline that Serbian government bodies will intend to bring to trial the perpetrators of the declaration of independence of Kosovo from Serbia. (Mladina, 1990 p.24)

The foreign press as Paris RFI (radio) will also mention two events that took place in 90th-to the declaration of autonomy of Serbs in Croatia in a mass rally and the second event was the announcement of the victims number who suffered in Kosovo and was presented as 28 from the Federal Parliament, while in reality this number was 90.

If this news will be exact and number 90 who suffered would be correct (and that was actually correct) then there is no reason that this event the journalistic standard language should call a massacre". (Rilindja 1990 p.3) In further explanation of this supposed event that Serbian police seems poorly led and that its members have done what they wanted or that the word is preparing a genocide against the Albanian population, against which they can do whatever they want or the word is for preparing provocations against the Albanian population with only an armed uprising would be a pretext for repression with wide dimensions will conclude RFI. (Rilindja 1990 p.4) Italian news agency "ANSA" informs that "Kosovo Albanians were massacred and thousands of young people have been killed, tortured and arrested". (Jakup Krasniqi, 2006 p.222)

German newspaper "Frankfurter Allgemeine Zeitung " in the article "Today Kosovo and then" wrote: "Most of the Albanian deputies in the Assembly of the Province were forced to vote for constitutional amendments. But it seems strange that as the Yugoslav Federation sees with cross-handed the repressive policy of Serbia. Apparently some republican leadership thought that: while Milosevic is busy with the occupation of Kosovo, their Republic will be in peace. This could be miscalculation. "(Jakup Krasniqi, 2006 p.223)

The newspaper "Vjesnik" wrote: "political game about Kosovo and empty promises that will be implemented immediately after taking power is experiencing its peak the paper concludes. In all this "chauvinistic program of Albanian leaders and its creators took place again, against the militia led out by children and mothers, they directed volley and stones against the Serbian and Montenegrin houses"

Short Reflection

The period of the years 1988 - 1990, respectively political events in Kosovo that went through that period and wider in ex Yugoslavia, are reflected everywhere in the world mass media of the time. It remains important that most of them have reported objectively and with foresight putting under lentil the risk of the pressure coming from the collapse of the rights of Kosovo Albanians, and not only Kosovo Albanians, but also beyond. The years following , as the politics will develop would entitle all mass media and international institutions that went specifically against hegemonic and wild regime time, forcibly installed in the dome in undemocratic political way and military of the former Yugoslavia - unequivocally after the destruction of Yugoslavia-Serbia.

The role of print and electronic media is one of the most reflective powers for developments in subsequent and former - Yugoslavia and Kosovo. If politicians knew that they read messages of sincere lovers across multiple mass media peace institutes and other institutions of Kosovo the world today would talk about different successes, not only in Kosovo, but in all ex - Yugoslavia.

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The impact of national and international debate in Albania on the jurisdiction of the International Criminal Court

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Abstract

ICC has international legal personality, also it will exercise its legal capacity as much as is necessary to perform its functions and purposes. Despite the support and willingness of many countries to accept and cooperate with the ICC, there are numerous countries that do not accept an institution such innovative product of international law. Although that the European Union hold a unique position to support the ICC, the U.S. holds an opinion contrary, reject it and has attracted signing that made Rome Statute on 31 December 2000. U.S. not only have not accepted the Statute of the ICC, but at the same time to protect especially their armed forces to respond to different countries that have committed crimes falling within the jurisdiction of the ICC, have signed bilateral agreements with specific countries, so that U.S. citizens are not subject to the jurisdiction of the ICC, but the jurisdiction of the United States. Albania is one of the states that has approved the agreement with the United States regarding the jurisdiction of this court. It commits Albania not to deliver or transfer an officer, employee, military personnel or U.S. citizens to the Criminal Court without the consent of the U.S. government. This arrangement is highly regarded by the United States, while the representatives of the European Union there have been criticisms of the decision of Albania. From this the wider debate on the jurisdiction of the ICC, we conclude that the States Parties and the Court must in a foreseeable future to develop a new system of best effective cooperation in criminal practices : direct, flexible, free of bureaucracy unnecessary, with a rapid flow of information and support measures. This system should take into account that the ICC can only be as strong as allowing by States Parties.

Keywords: International Criminal Law, Universal jurisdiction, Human rights, Sovereignty, War crimes

Introduction

Obstacles that come in the direction of creating ICC are generally the result of penetration of realistic theories in international relations. Representatives of this theory does not accept the possibility of being the universal moral standards and emphasize that the international community can't be guided by this "universal morality", but direct interest of the states. Allen Buchanan, researcher on realistic theory that explains, that "under realistic theory, the structure of international relations inhibits the action of morality, except in the case when they coincide with the interests of the state" (Allen Buchanan "From Nuremberg to Kosovo the morality of illegal international legal reform," p. 127(2001) Thus, realists accept that the provision of global justice is a duty of the state and not a task of the international community.

With all the support and willingness of many countries to accept and cooperate with ICC, are many states that do not recognize such an innovative institution, the product of international law. Such a thing was noticed that the Diplomatic Conference, the United Nations representatives to create ICC, when countries such as the United States of America, India, China etc., appear open that were not in favor of establishment of a permanent International Criminal Court. Refusals of ICC was made by quite powerful countries like the U.S., Russia, China or India that represent about half the population of the world or even from countries in which there have been acts punishable under ICC jurisdiction, like as Iraq Israel etc, make very difficult ICC intention to extend jurisdiction over all citizens who have committed crimes such as genocide, war crimes and crimes humanity everywhere and it fail to be followed by the states that would normally exercise jurisdiction over these crimes.

At a time when European Union countries hold a unique position to support ICC, U.S. holds the opposite view to reject it, and some time ago the U.S. has attracted the signing was made with Rome Statute 31 December 2000. This has occurred many debates between them. So the European Union on May 13 expressed its statement position about Bush administrations' critical regarding for their policy towards creating ICC, and said "The European Union emphasizes that this

action may have unwanted consequences in multilateral treaties and mainly for international law and relations. " We attempt to reduce this debate, the Secretary of Defense to the United States, Donald Rumsfeld, stated "The U.S. respects the decision of those countries that have chosen to join the ICC; but at the same time they must respect our decision not supposed to join ICC".

International debate

U.S. not only have not accepted the Statute of ICC, but at the same time to protect especially their armed forces to intervene in different countries, which are also often accused of states that have committed different crimes falling within the jurisdiction of ICC, have signed bilateral agreements with specific countries, so that American citizens are not subject to the jurisdiction of ICC, but to the U.S. jurisdictions. Such agreements U.S. bases in Article 98 of the Statute, paragraph 2, which provide that: " The Court may not proceed with a request for surrender or assistance which would require the requested State to act inconsistently with its obligations under international law with respect to the State or diplomatic immunity of a person or property of a third State, unless the Court can first obtain the cooperation of that third State for the waiver of the immunity. ".

But the interpretation made by the U.S. government on the one hand, and interpretations made by the countries of the European Union and the working group for drafting the Statute on the other hand, in conjunction with Article 98 of the Statute of ICC is completely in opposite attitudes because EU did not agree that the U.S. have the right to sign bilateral agreements ranging from interpreting Article 98 of the Statute. However, in this case ICC would be itself the final judge to decide on the legality of agreements stemming from Article 98 of the Statute, according to article 198 (1) of the Code of Procedures. Obviously, based on the principle of the Statute of Rome that "no one can stand above the law and immune when conducting serious crimes as genocide, crimes against humanity and war crimes "

In this way, the U.S. represents a realistic theory, in that, ensuring that global justice is the duty of states and international institutions not. According to Henry Kissinger, a strong representative of realistic theory and ex-Secretary of State of the United States, there are four basic reasons regarding rejection that make the U.S. International Criminal Court:

Accepting ICC "creates significant changes in the practice of U.S. constitutional". In this way, Kissinger states that if ICC Office shall exercise jurisdiction over this will GONT Americans in violation of the U.S. constitution that (Henry Kissinger, "The Pitfalls Jurisdiction for Universal," Foreign Affairs" (2001).Kissinger notes that, ICC does not provide that judicial proceeding can be fair and equitable for reasons of its potential politicization.[1]

Kissinger argues that states should be allowed to resolve conflicts within their territory, so he says, "it is possible to pursue and convict criminals in that country's courts which are competent to adjudicate this case in accordance with the stability and willingness of democratic institutions "(Henry Kissinger, "The Pitfalls Jurisdiction for Universal," Foreign Affairs" (2001).

Kissinger considers as "extraordinary efforts ICC to exercise its jurisdiction over Americans even though the United States does not participate in this treaty"

Contrary to the reasons that represents Kissinger regarding the rejection of ICC-by the United States, Kenneth Roth, international law scholar and executive director of "Human Rights Watch", states:

First, with respect to the problem that presented Kissinger, for violation of the U.S. Constitution that if accepted will ICC Office. Roth contradict the fact that "an American who commits crimes such as genocide, war crimes and crimes against humanity on American territory and American authorities will not pursue these crimes; This would be a signal of a constitutional crisis many times heavier than the pursuit of such cases by the ICC. (Kenneth Roth, "The case of universal jurisdiction," Foreign Affairs (2001).

Secondly, regarding the reasoning ICC Kissinger has not possibility to provide a fair and equitable judicial proceeding because of its potential politicization. Roth's opposition to the fact that "Experiences of the ad hoc International Criminal Tribunal for Yugoslavia and Rwanda, demonstrating that international lawyers when they have been forced to decide the fate of a suspect, it had been done in full compliance with the standards of a court fair and equitable "

Thirdly, regarding to the argument that Kissinger is possible to pursue and convict criminals in domestic courts that are competent to adjudicate these cases, the Roth contradict the fact that "national solution" fail, when systems "democratic"

not are unwilling or are unable to prosecute crimes of genocide, crimes against humanity or war crimes, especially in those cases where heads of states are involved. (Henry Kissinger, "The Pitfalls Jurisdiction for Universal," Foreign Affairs" (2001).

Fourth, regarding the fact that Kissinger presented regarding the extraordinary efforts that ICC-to exert its jurisdiction over Americans even though the United States has not accepted it. Roth argued that "the U.S. itself exercise such jurisdiction over other citizens when pursuing terrorists or drug traffickers ... without the consent of the government of the suspect" (Kenneth Roth, "The case of universal jurisdiction," Foreign Affairs (2001).

These are some of the arguments and counter-arguments that generally arise from supporters and opponents regarding rejection of ICC especially by U.S. Arguments such as those presented about the rejection of the US-ICC more or less are presented by other countries that do not accept ICC. What unites all countries which are against ICC jurisdiction is a problem of infringement of sovereignty, which will treat below.

The positioning of Albania

Albania was one of 160 countries that participated in the "Diplomatic Conference of Representatives of the United Nations for the establishment of the International Criminal Court", held on 15 June to 17 July 1998 in Rome, and at the same time by signing the Rome Statute for ICC creating that.

On 8 May 2002 the Prime Minister of that time, Pandeli Majko order creating the conditions for the ratification of the Statute, made a request to the Constitutional Court with the subject: "Compliance of "Rome Statute of the International Criminal Court " with the Constitution of the Republic of Albania. This procedure provided by the Constitution itself in Article 135, item b, which states that the Constitutional Court decides on the "compatibility of international agreements with the Constitution of Albania". The signing of the Rome Statute by Albania, as for most of the signatory countries, there was much debate and discussion on the problematic extension of jurisdiction ICC, linking this directly with the constitutional principle of sovereignty internal. Problems such as the precise scope of jurisdiction ICC in relation to national courts, the inclusion within the jurisdiction of the Court and the high official person who has immunity under the Constitution or of this International Court being outside constitutional sanction that determines the national courts may exercise judicial power, require a cautious interpretation and detailed by the Constitutional Court. Through the Constitutional Court decision no. 186, dated 23.09.2002, decided that "the Statute of the International Criminal Court, established by the Treaty of Rome is in accordance with the Constitution of the Republic of Albania". Reasoning that made this decision after the Constitutional Court made a brief ICC-operation that focused on three main points and most controversial of conformity with the Constitution of Albania:

We respect ICC jurisdiction in relation to constitutional concepts of sovereignty, Constitutional Court begins its case by context the Preamble of the Constitution of Albania which accepts as the highest values of humanity justice, peace, and cooperation through nations shall also analyzes the Article 2 of the Constitution stipulates that "... peace and national interests of the Republic of Albania can participate in a system of collective security, based on a law approved by a majority of all members of Parliament. In the analysis of these provisions Constitutional Court qualifies as provisions containing these basic principles adapted to new realities, which Albania has long recognizes "de facto" and who are one of the "most powerful integrative elements and can not be seen denial of the sovereignty of the people. "Constitutional Court based on this reasoning and in Article 122 of the Constitution which states that international agreements ratified by the Republic of Albania constitute part in the internal legal order.

The Constitutional Court further analyzes ICC judicial jurisdiction in relation to Article 135 paragraph 1 of the Constitution which provides that "The judicial power is exercised by the Supreme Court and courts of first instance, which are established by law" and the second paragraph of that article in which sanctioned "Parliament may establish by law a court for specific areas, but in any case the court is extraordinary.". Referring to reports of sovereignty by accepting ICC jurisdiction and Article 123 of the Constitution where Paragraph 1 provides that "The Republic of Albania, on the basis of international agreements, delegates to international organizations for constitutional questions to the state powers certain " At this point the Constitutional Court interprets the basis of constitutional spirit, but used to express more clearly according to international constitutional jurisprudence "transfer of rights of sovereignty has limits there, where constitutional identity begins to be questioned". Having completed this interpretation Constitutional Court sees no excess of these limits to transfer of some powers to the judiciary in a given international interest proceed the authors of crimes of genocide, crimes against humanity, war crimes and aggression. Arriving, so we conclude that the activity and its functions do not affect the constitutional provisions regarding the exercise of sovereignty.

In connection with immunity in criminal process Constitutional Court analyzes the constitutional provisions which have provided immunity from criminal proceeding integrate as part of legal status on a number of subjects, ranging from the head of state, parliamentarians, members of government, etc., in Statute of ICC Article 27 of the Statute states: " This Statute shall apply equally to all persons without any distinction based on official capacity. In particular, official capacity as a Head of State or Government, a member of a Government or parliament, an elected representative or a government official shall in no case exempt a person from criminal responsibility under this Statute, nor shall it, in and of itself, constitute a ground for reduction of sentence".

By analyzing the above provision in relation to Article 123 of the Albanian Constitution (devolving powers to international organizations for constitutional questions to certain state) Constitutional Court recognizes that internal arrangements for immunity does not inhibit the transfer of jurisdiction to ICC Office. This is due to the immunity of the judiciary serves domestic and defense front that it stems from the principle of separation and balance of powers guaranteed by Constitution. In this sense, the Constitutional Court also stated that according to the Constitution principles of international law generally accepted are part of domestic law, then the lack of immunity in international criminal proceed certain crimes high risk becomes part of the Albanian legal system. In this regard the Constitutional Court jurisprudence recognizes that § has developed a series of steady habits main goal was initiated by the authors of these criminal acts to be removed possibility considered protected by acts committed in the exercise of power (Acte iure imperii)

As a conclusion of this reasoning the Constitutional Court stated that the statute does not come in conflict with constitutional provisions regarding the immunity of the head of state and a variety of other subjects because the immunity of these entities belonging to national jurisdictions. As a result, it can not stop an international institution as ICC to exercise its jurisdiction over persons of this category, who have committed crimes envisaged by the Rome Statute.

In connection with the constitutional principle of "ne bis in idem" (not punishment twice for the same crime) of the Rome Statute. Court examines Article 20 of the Statute which this principle in which there are two aspects, namely, that the implementation of this principle in trials within ICC and in what relates to the judgments of other courts . If the first aspect of the statute clearly states that ICC has not retry a person for an offense for which he is being tried by ICC Office. The second problem is the aspect under which the statute has accepted the rule according to which ICC has become competent to judge a person for the offense for which he was investigated and adjudicated by the courts only when it becomes necessary and for this anticipated event are two cases when the local judiciary acts (a) Were for the purpose of shielding the person concerned from criminal responsibility for crimes within the jurisdiction of the Court; or (b) Otherwise were not conducted independently or impartially in accordance with the norms of due process recognized by international law and were conducted in a manner which, in the circumstances, was inconsistent with an intent to bring the person concerned to justice. This was a delicate problem to be discussed and interpreted by the Albanian Constitutional Court in relation to the constitutional principle of impunity twice provided by Article 34 of the Constitution in the Chapter on Rights and Fundamental Freedoms, which states that: "No one can be punished more than once for the same offense, nor tried again, except when it is determined by a case in higher court, in the manner prescribed by law " Constitutional Court faced the provisions under Article 20 of the Statute of ICC-than (ne bis in idem) with Article 34 of the Constitution (IMPUNITY twice), says that addressing issues of ICC has, under Article 20, paragraph 3, the letters "e", "a" and "b", was the nature of a review under section 34 of the Constitution has the power higher court. The Constitutional Court further stated that Article 34 of the Constitution did not consider the institution of the Supreme Court, but the high court, according to a certain order. So ICC has actually appears as the highest court (about the trial of certain crimes within its jurisdiction).

Having completed this reasoning the Constitutional Court stated that, according to the preamble of the Rome Statute, ICC has presented as additional court of national jurisdiction (the principle of complementarity). In cases showing that the internal judicial authority has not developed a real proceeding (considered null), put into motion ICC as a higher court. Thus, the Constitutional Court concluded that these provisions do not conflict with each other, it concludes. Parliament of Albania, after all conditions were created with the signing of the Constitutional Court, and the decision regarding compliance with the Constitution of the Republic of Albania to the Rome Statute for ICC-in, and made the last step by ratifying the Statute Law 8984, dated 12/23/2002, and thus making the internal part of the normative system, even now it can be said that has superiority with domestic laws. Also evidenced by this action in order to respect the general principles of international law embodied in the Statute of ICC and in the Albania Constitution. It is understood that the ratification of the Statute need to take into account the history of conflict in the Balkans region, the consequences of which are still present. Through this ratification enriched spirit, leadership and constitutional traditions of the country through the opening and managing of legislation and judicial practices, versus international ones.

However, there was plenty of debate that Albania has signed agreement with U.S. A at about U.S. citizens do not surrender the International Criminal Court, based on Article 98 of the Rome Statute. This agreement was signed on May 2, 2003,

between U.S. Secretary of Defense, Colin Powell, and Prime Minister of Albania, Fatos Nano, was criticized by the European Union. Thus, the High Commissioner of the EU, Patten stated that: "Such agreements are not consistent with our principles which we have previously determined and related to the International Criminal Court" Is also expressed the opinion that this agreement may affect Albania can view the EU accession Although the under Patten statement that: "We are not of those who threaten our partner. Others may act in that way. We did not do so and will continue to move forward, but simply are disappointed by this action of Albania ", it seems that at least "de jure " agreement will not affect this accession.

Final remarks

The problem actually debated regarding Sovereignty and the International Criminal Court in are presented in a summary in the form of questions:

Is ICC Statute a legal authority over all national laws, including the basic laws of a state, is pro constitution, violating the sovereignty of the States?

Is creating ICC an attempt by the United Nations to create a sweeping powers above the United vegante limiting their internal sovereignty?

Jurisdiction of ICC violates State Sovereignty in some cases and individuals, even though the States of the are not an integral part of the statute?

A charter aims to force States before they decide to accept it?

A court is a politicized institution that could be used against states or individuals and can't ensure a fair, impartial and independent judicial proceeding ?

Regarding the first question that arises, it can be said that the Statute of ICC is an international treaty that can be incorporated into domestic law only in case of ratification by the States. Regarding what statute attribute to the Court superiority over national law. The statute gives the court the right to act only when the crimes under its jurisdiction not prosecuted by national authorities, based on the principle of complementarity. So this Statute defines the priority for the prosecution of crimes belongs to the National Court without prejudice Sovereignty.

Regarding the second question, under statute or court or Assembly of States Parties, which together constitute ICC are not the United Nations body. Although negotiations for the creation of ICC took place in United Nations forums, it will be independent of the UN. ICC shall be directed to the States that have chosen to ratify its statute. Its relationship with the United Nations will adjusted through an agreement which is expected to be reached soon.

The problem in relation to the third, the Statute provides that the Court will exercise its jurisdiction over the crimes that take place in a state that is party to the Statute, regardless of who holds the citizenship of the person who committed the crime. This arrangement is universally known in terms of the domestic law of the states. In this way the states according to their national legislation have the right to judge foreigners who commit crimes within their territory, or have the right to extradite persons accused of committing crimes captured in their territory who are required by another state. This is an inherent right of sovereign States which may work well for ICC, without prejudice Sovereignty.

Regarding the fourth problem can be stated that the Statute, as every international treaty , does not assign any obligation for states that are not party to this treaty, nor bring any consequence on them. The Court has jurisdiction only over individuals, rather than governments, so U.S. sovereignty remains intact.

In connection with the last question that arises, it can be said that ICC can not be politicized while no state has a role to other States members, because for each State has only one representative and one vote only in Assembly of States Parties which apart this, for making decisions required at least a simple majority vote of the States Parties, and essentially important for decisions require a majority of two thirds of the votes of the Assembly. So, in terms of selection of judges required a two-thirds majority of the Assembly and that judges should belong to different states and through them to ensure a representation of the world's leading systems, representation of geographic entitlements and fair representation of Judges feminine and masculine. In this way the Court can provide a fair, independent and non-political independent judicial proceeding.

From this the wider debate on the jurisdiction of the ICC, we conclude that the States Parties and the Court must in a foreseeable future to develop a new system of best effective cooperation in criminal practices : direct, flexible, free of

bureaucracy unnecessary, with a rapid flow of information and support measures. This system should take into account that the ICC can only be as strong as allowing by States Parties.

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ALTERNATIVE SERVICES - NEW SERVICE FOR EVERY CHILD

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Abstract

Every child, for a full and harmonious development of his/her personality, has the right to grow up in a family environment, in an atmosphere of happiness, love and understanding[1]. This principle is one of the main pillars of foster care service. In Albania,familyfoster careservice is one of the new forms of social services as an indicator of taken responsibilities by the wellfare state to protect children including children with disabilities, who are deprived of parental care. Foster Care, or as it is called in Albanian Family Code "foster family", is a form of alternative care for children who are not provided with family care by their families.Throughout human history, there are constantly encountered phenomenas of neglect, abuse, intentional murder, sale and abandoning children mainly from ptheir parents.Foster care service was firstly a spontaneous response and then anoficial one, to support children who were vulnerable and deprived of family care. The models of providing foster care services are different from temporary service, the emergency ones, or long-term, and specialized ones. Currently, the Court is the only institution that takes decisions for child guardianship, for his accomodation in asocial care institution or in an alternative family. Basic international obligations in the field of protection of children deprived of parental care are setby the Convention on the Rights of the Child (CRC). Albania became party in the CRC on March 28 1992 and in its Optional Protocols "On the involvement of children in armed conflicts" and "On sale of children, child prostitution and child pornography"[2] in 2007, these acts being in accordance with the constitutional provisions are now part of the Albanian legal system[3]. In Albania foster care is a special service offered as protection measure for juvenile in the conditions when their parents are unable to exercise their parental responsibility. The reason for this can be the situations when both parents have died or are not known, are declared missing, lack the legal capacity to act, poverty and for any other reason accepted by the court. The goal is that the child be offered a family environment and conditions for the upbringing, such as physical care and emotional support. Such an alternative service was adopted in Albania as a new form of service to improve and increase the efficiency of the delivery of social services in addition to services in social care institutions[4], which provide basic services for each juvenile. By reforming the Social Protection program[5], the Albanian government had two priorities: Prevention of institutionalization of children and the provision of services in a family environment.This service is being extended throughout Albania creating the appropriate environment to treat the children in new forms of care as closed as possible to the family. The state is leading this service supporting it as an alternative to institutionalization to guaranty child upbringing.

Keywords: family foster care services; children with disabilities; alternative family; poverty; prevention of institutionalization.

Historical context of the development of foster care

Throughout human history phenomena of neglect , abuse, intentional murder , child abandonment and sales mainly from parents who were unable to raise and care for them are constantly encountered.

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[1]Article 5, Family Code of Albania

[2]Law no. 9893, dated 22.11.2007 & Law no. 9894, dated22.11.2007 "On the accession of CRC Optional Protocols

[3]Article 116, of the Albanian Constitution

[4]Social care institutions – institutions providing basic services, 19 public institutions allover the country

[5]Social Care Reform – initiated by UNICEF in 2010 (First Conference on Social Care Reform)

"Bosëell", a known sociologist has made us familiar with the fact that the response to this situation gave birth to the phenomenon of care to these children , called " kindness of strangers " who rescue these children growing them up as they were theirs . It was a spontaneous and unofficial response to support vulnerable children deprived of family care .

Over time there were created and developed different systems of foster care in different countries of the world in response to this phenomenon .

The common trend linking the developments in these countries was the gradual evolution from an informal system to a formal system of foster care for these children regardless of the pace of this which development varied from country to country. A slightly more formal way appeared in Germany around the 11th and 12th centuries . This form is applied mainly from wealthy families based on a private agreement , in cases where they were looking for care opportunities for their children during a certain period of time .

The families where these children could be resettled were families of their relatives or not.

The term widely used at that time for these children was " Alumni " , a term that is currently used for graduate students . Evolution Stages of foster care services :

1 . " Poor law "

(poor law) as the spark of the first beginnings of foster care;

2 . Accommodating latant children at homes of healthy wet nurses;

3 . Long-term foster care as a replacing form of parental care ;

4 . The custody , a form of temporary foster care;

5 . The professionalisation of foster care ;

Methodology .

The article includes : i) Institutional Assessment , ii) legal assessment Studying of materials , National decentralization strategy and national social protection strategies ; Analysis of the institutional framework regarding functioning of social services in Albania , structures and responsibilities ;

Analysis of issues related to the implementation of programs over the years , debates on the policy-making level , in the annual analysis , on drafting strategies at national level etc.

Content

For a full and harmonious development of personality , every child has the right to grow up in a family environment , in an atmosphere of happiness, love and understanding . This principle is one of the main pillars of domestic foster care services .

In Albania , family foster care services is one of the new forms of social services as a reflection of taken responsibilities from the state to protect children who are deprived of parental care .

" Family foster care," is a form of alternative care for children who are outside the parental care.

Family foster care is often used to provide temporary care while parents are assisted to resolve their problems , or to help children or young people which are in a difficult period of their lives .

children Often will return home as soon as the problem that has brought them in a foster family setting is solved and it has become clear that parents can appropriately exercise their parental responsibility .

Others can stay in a foster family , some may be adopted and some others will later continue to have an independent life.

Convention on the Rights of the Child sets Basic international obligations in the field of protection of children deprived of parental care (CRC) .

Albania became party to the CRC on March 28, 1992 and of its Optional Protocols "on the involvement of children in armed conflicts " " For sale of children, child prostitution and child pornography" in 2007 , acts which in accordance with the constitutional provisions are now part of the Albanian legal system . The Constitution recognizes the legal validity of the ratified international traeties and agreements, only after their publication in the Official Journal , and the principle of their

self-aplicability , excluding those provisions which do not have direct effect and their application requires the adoption of the new laws.

The Constitution guarantees the priority of the CRC above domestic law , as long as the this one is inconsistent with its provisions . CRC text in Albanian can be found online on the official website of the Ministry of Labour Social Affairs and Equal Opportunities .

According the Albanian constitution, children enjoy special protection from violence , abuse, exploitation, use for work , protection of their health , moral or normal development .

Article 20 of the CRC is one of the specific articles regarding alternative care of children in foster families .

It provides that a child deprived temporarily or permanently of his family environment , or when it is not in his highist interest to stay in this environment , is entitled to have protection and assistance provided by the state .

States Parties shall ensure to this child an alternative care , in accordance with their domestic legislation .

Such an alternative foster care could include, inter alia , the form of a family setting , the " Kafala " according to Islamic law, adoption or if necessary placement in a suitable child care –giving centers.

When solutions are to be found, the desirability for continuity in a child's education , as well as his , ethnic, religious , cultural and linguistic origin should be kept in mind.

Children can be temporarily or permanently deprived of their family life , or because of circumstances such as death , abandonment , or replacement , or because the state decides that the child should be removed from parental care in their highist interest

So foster care service is one of the ways of " special protection and assistance " , which all the children who are deprived of family care have the right to enjoy.

Children from deprived families often have greater needs than simply alternative accomodation.

Loss of the family relations and that of the identity along with instability and difficulties of a new accomodation may hinder their emotional , physical and intellectual development.

Committee on the Rights of the Child explicitly declares that the special protection provided to children deprived of family care should include the child's accomodation preference with a suitable family , including members of their families or where appropriate at families with children, families and caregivers or adoptive families , these families should be given the necessary support and supervision ; and temporary placements should be monitored and reviewed regularly .

Guidelines for the Alternative Care of Children (Guidelines) represent the most detailed instrument of international law in the field of alternative care for children outside of parental care .

Family foster care is a form of alternative care for these children , which regulates provisions governing the foster care service and family foster care one.

General provisions are applicable to all forms of alternative foster care , including family foster care services , while they only apply to this particular service.

They are applied to alternative care for persons under 18 years old, or age of maturity is reached earlier .

Only when it is specifically declared , the Guidelines also are applied in cases of informal foster care bearing in mind the role played by extended families, communities and the obligations that state has towards all children outside of parental care or legal custody , as provided in the CRC . The principles of these guidelines are also applied to young people who are in alternative care and who need constant care and support for a transitional period until they reach maturity age defined by law . These Guidelines although considered soft (soft law) , thus not obligatory to be applied, represent a fundamental development in setting standards regarding alternative care for children outside of parental care .

The resolution sents minimum standards .

It is clearly said by the Article 26 thereof, which means that States may set higher standards than those provided in the Guidelines .

So Guidelines represent the least common denominator in terms of international standards in this field .

Their aim is to improve the implementation of the CRC and other provisions for the protection and welfare of the child deprived of parental care , or who is at risk of being out of this care .

The guidelines establish desirable orientations for policy-making and practice .

In particular, they require :

 (a) to support efforts to maintain or to return children into the care of family , or find another suitable and permanent form, including adoption ; if this is impossible ;

 (b) to ensure that while these permanent solutions are required, or if they are impossible or are not in the best interests of the child , the most appropriate forms of alternative care be identified and provided under conditions that promote the full development and harmonious child ;

 To direct the policies , decisions and actions of all actors working on social protection and welfare of children in public and private sectors , including civil society .

Socio-economic situation

 Albania's economy in the last 15 years has noted steady economic growth .

Albania remains one of the poorest countries in Europe , with 4257 USD per capita and high disparities between different areas and social groups .

Economic growth , social policies and programs , remittances from emigrants and other socioeconomic factors, have contributed to reduce poverty and increase the quality of life of groups and individuals in need .

Currently , 14.3 % of the population is estimated to be under the absolute poverty line or to have less than 2 USD per day per capita . This proves that children belonging to this social group , face poverty , malnutrition , lack of education, health care etc. In these conditions , children face wiht two major problems that lead to social exclusion and denial of their basic rights :

 (i) socio - economic, social , geographical and cultural inequality.

Improvements noticed in the macro level until now , are focused mainly in Tirana and in the main cities and suburban areas , especially northeast or some communities such as the Roma and Egyptians etc experience greater difficulties.

(ii) insufficient and inability to use qualititive social services in accordance with their needs , because they lack preventive and integrating services , or the income in their families .

Social exclusion of a part of children is a consequence of the level and depth of poverty , unequal distribution of income between different areas and social groups , new commers from immigration and other factors .

Albania, with a population of 2,831,7411million inhabitants, has one of the youngest populations in Europe, while the number of children aged 0-19 years is about 1,000,000. Albania has had and continues to be engaged with regard to the improvement of standards for the protection and respect of basic human rights.

Phenomena like transition, change of system and of the family model from a large one to a small one have led to a weak social traditional and child care links.

Child protection is part of social protection. More specifically, it has to do with prevention and response to "all forms of physical or mental violence, abuse or ill-treatment, abandonment or neglect or exploitation, including sexual abuse of children", as provided for by article 19 of the UN Convention of the Rights of the Child.

Currently, residential care is given to 0-16 year-old children, 265 children in public residential centers and 400 in non-public residential centers. The number of children aged 0-3 years in public institutions is 99, whereas in non-public institutions is 55.

The Albanian Government has approved the Foster Care Strategy for children in need in 2008, which constitutes an important document and promotes new alternative home-based services for the children in need.

Foster care service is based in the decentralization of services, deinstitutionalization of children and establishing of community services, where a child is being supported and assisted in a family environment and his/her basic rights that

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[1] INSTAT, Population and housing, census in Albania, preliminary results, 2011.

derive from the UNCRC are guaranteed at the highest level. It is estimated that alternative care is less expensive than residential care (the cost of one child under 3 years old in the institutions is 73,000 Leke, about 700 usd)[1] thus constituting a strong argument for promoting such services.

The phenomenon of the exclusion of children is recognized too little and the existing system of social protection is not oriented towards providing for the groups of excluded children .

Some of the groups of children in critical economic and social situation , which rights are denied or not respected are :

Children of the poorest families , who live with economic assisstence , are more at risk of social exclusion , multiple social disadvantages as difficulties in obtaining basic services such as education , health , housing and social protection .

It is estimated that about 160,000 , children living in poor families receiving economic aid , the main source of living which is economic aid .

Children who lack parental care : according to the State Social Service for 2013 in the formal system are 1,198 registered children outside of parental care ; about 448 of them are located in public institutions (350 in institutions for children aged 0-3 , 3-6 and 6-14 are in children's homes(orphanages) and 98 children in residential centers for the development of children with disabilities) .

The rest is under the auspices of non -profit organizations, (581 children were placed in small residential centers or day centers , 169 children are in the family and each year about 60 children are adopted domestically and abroad.

An analysis of datas on the number of children placed in institutions as well as the dynamics of entring and getting out from these institutions , shows that approximately 70 % of the children come from poor families or families with social problems , 25 % of them are abandonedsince birth and 5 % of them are accomodated in institutions for other reasons , including the repatriation of trafficked children and child workers.

Children with disabilities : are recognized From administrative system of datas only in the number of children who receive disability payments for mental , physical , visual or hearing impairment.

There are around 30,000 children who receive disability payments from 124,000 treated in country level. Approximately 60 % of children with disabilities live in rural areas .

Based on the world experiences, Albania in addition to care services provided in public and private residential institutions, in 2009 aproved the legislation that provides foster care services for children in the families of other so-called family carers.

In this service not only children without parental care are placed but also those children who have a heavy social and economic situation from different factor such as poverty , violence , who can not have the care of family members .

Promoting foster care service as an alternative to new domestic services is based on the decentralization and deinstitutionalization process , and increasing new services , where the child is supported and assisted in a family environment .

The state provides financial support for expenses such as food , clothing , school and other indirect costs for A child placed in foster family.

Greater support is offered when a child with disability is placed in foster families.

Foster care is a special service that offers protection for children when their parents are unable to exercise the parental responsibility .

The reason for this can be the situation when both parents have died or are not known , are missing , are deprived of the ability to act and for any other reason accepted by the court .

Despite the adoption of administrative tender procedure , legislation recognizes the court again as the only institution to decide child custody , for his foster care in an institution or in an alternative family .

The purpose of placing the child is that he be offered a family environment and conditions for the upbringing , physical care and emotional support .

Custody as an alternative social service for children at risk should provide :

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[1] Prepare an assessment on the costing of protection services in Albania, UNICEF &MoLSAEO 2011.

• continuity of child up-bringing in a family environment through a replacing family where the child feels surrounded by family attention and care .

• attention to development in accordance with the age , the child's individual needs and service standards custody .

• socialization and reintegration of the child with the biological family , relatives , adoptive family and / or community .

• Monitoring of the child during his stay in the foster family .

Foster care Service is realized by respecting the fundamental principles in the interest of the child :

• the right of the child to be grown up in a family environment in accordance with the age, child's needs, and the standarts of foster care service;

• the identity of the child ;

• maintaining relationships with the biological family of the child ;

• placement of other siblings in the same foster family;

• respecting the opinion of the child ;

• avoiding the discrimination ;

• offering multidisciplinary service to him ;

• Individual interventions appropriate for each child ;

• access to high quality services in accordance with agreed standards .

The term of the foster care is determined depending on the specifications and needs of each case .

Foster care is considered short when the foster family residence does not exceed 12 months .

Foster care is considered long when staying in foster family takes more than months , until the child reaches the age of maturity , 18 years . Foster care is implemented in emergency situations the child .

In this case the child's emergency replacement is made in accordance with the legal procedures followed regarding custody aiming to respect minimum terms set by the Court (pursuant to Section 281 and 300 of the Family Code : Urgent measures) .

This form of foster care applies when it is valuated as the best alternative in order to protect the best interest of the child by the aturny and the respective employees who have identified the problems .

Several public institutions and other private operators who provide information for cases in need and commit to providing accommodation and foster care services are included for placement of the child in custody.

So this kind of service is decentralized and it involves providing foster care service institutions such as the Office of Social Services of the Municipality / Municipality ; NGOs licensed / contracted to provide services for children and families , the district court where the child resides , Social Services Inspectorate , Ministry of Social Welfare and Youth .

These institutions assess :

• All cases in need of foster care services and families who show interest are included as foster family;

• information regarding the child , the biological family , and potential foster family ;

• fulfilling the criterias set for the selection of foster families and providing opportunities of this service ;

• training of foster families for this service ;

• preparation of the necessary documentation for children and foster family;

 and provide recommendations on the selection of a foster family ;

As foster care services are implemented: The foster care service for a 2 -year period was funded by UNICEF ...

The professionalisation of foster care ;

Not so logn ago foster care is seen as a service for children " normal / healthy / no problematic " .

Only in 1970 it began to be talked to a professional foster care , care-giver or specialized treatment setup by creating the opportunity to extend the range of foster care services to children with special needs such as physiological , cognitive , psychological , emotional , social , behavioral , etc.

 Initially foster care was used to remove the teens who were in conflict with the law while currently lies and serves to all children with the most varied .

Key concepts that permeate this foster care service " are normalization of life of the child " , " community service " and " treatment " .

Normalization of the child's life emphasizes the right of each individual , including children to have a normal life in the community .

The main purpose of foster care service is to provide specialized care and treatment and not just care.

Treatment implies the idea of a proactive attitude to help a child manages problem solving and faces difficult emotional , behavioral or other .

This service should be planned with more details, oriented activities clear goals , clear expectations and methodology.

Foster families that provide this kind of care should have a certain set of skills to cope with various problems .

For this reason, more and more the spectrum of foster family recruitment criterias is increasing.

Individuals with certain qualities are invited to apply for a particular job where financial reward is necessary as a reward .

Specialized programs are spread across the world and continuously evolve and improve more and more every day.

RECOMANDATION AND CONCLUSIONS

The experiences in developing Foster Care as a cost effective alternative to institutional care whilst at the same time improving outcomes for vulnerable children and young people, is very important in Albania. Based on the experience in Northern Ireland about foster care, which was of particular interest 1in regard to how this was achieved, we propose various experiences and policies relating to the following:

Developing a scheme for foster care focussing on the key types of foster care including;

long-term foster parents

short-term foster parents

 respite foster parents

 emergency foster parents

pre-adoption foster parents

 special needs foster parents.

Assessment of foster parents in relation to their suitability to foster children with different needs

Assessment of children in State care or at risk in determining the appropriateness of foster care for them

Recruitment and retention of foster parents

Training of foster parents in preparation for fostering

Ongoing professional support for foster parents

Financing a foster care service, including the costs of extending foster care to 23 years of age thereby achieving more positive   outcomes   for   vulnerable   young   adults.

Developing Social Work as a Profession

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[1] Paul Martin- Nico study

It is in high importance to have in place competent and confident professional social workers identified as vitally important in securing the objectives of the reform program. Given the UK experience over the last 3 decades it may be helpful to share this experience in reforming this part of their workforce.

It is very sought to define clearly the roles, tasks and responsibilities which social workers undertake, thereafter deciding on the education and training social workers which would require to enable them to undertake these various roles. Following this, reaching agreement with Universities and further education colleges on how best future training and education should be delivered to social work professionals both at undergraduate and post-graduate levels and building in a programme for continuous professional development.

We considered the usefulness of social work strategy and the codes of practice to bring clarity to the social workers and social care workers as to what is expected of them and importantly what people using social care services can expect from social workers.

We would suggest :

The Family Support Strategy as a set for family services as a Government's top priorities in the social care sector;

Sure start programmes for family support introduced some years ago, have also much to commend them given the current position in Albania and the focus on developing local responses to supporting vulnerable families and children.

Positive Parenting programmes, which focus on building on the existing strengths of parents and giving greater confidence and parenting skills to parents at risk of abandoning or abusing their children, would also be of some assistance

Developing new Family Centres and reforming existing centres is also an area that has seen significant improvement. This experience may be helpful to those charged with this responsibility in Albania for this service. It maybe helpful to share new therapies aimed at helping parents to improve their parenting skills, using music and art therapies, personal story books, family trees etc all of which have a part to play in an effective family centre service to vulnerable parents and children.

Finally, respite care services for parents who are struggling to manage their children, can be developed in Albania.

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DCM   nr.658   dated   17.10.2005,   the   standards   of   services   "
DCM nr.659 dated 17.10.2005 "On standards of social care services for children in residential institutions"
DCM No. 822, dated 06.12.2006 on "standards of social care services for people with disabilities in residential and day centers"
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WHERE?

epartment of Social Services in the Municipality / Commune
→ Child Protection Unit of the Municipality or Municipality
→ Administrator of Social Services in municipal units;
→ organizations / agencies that provide social services for children;
→ organizations / agencies that provide residential social services for children;
→ teachers, doctors;
→ Representatives of the registrar's office;
→ Individual acknowledging a child's risk;

Department of Social Services in municipalities and communes; Organizations / agencies that provide community services for children; Contracted organizations / agencies licensed to provide custodial services; PoliceDepartment; Structures of Justice (The court / prosecutor)

Promote Guardianship Service Providers

Organizatat e Kontraktuara / agjensite e licensuara per te ofruar sherbime kujdestarie: Sherbimet Sociale Bethany dhe Cdo

rganizations / agencies licensed to provide FOSTER CAREI services:

Perputhja e vendimeve te Grupit Multidisiplinat per Vendosjen ne Kujdestari: Femija dhe familja kujdestare;
➢ Submission of the case

Closing the issue of the placement in judicial custody as a result of a foster Individual Plan
1. Reunification with the biological family;

Regional State Inspectorate of Social Services;

Vendimi i Gjykates per vendosjen ne kujdestari

→ Establish Child on foster care family
→ Monitoring of Family Caregivers
→ Support Biological Family
→ Planning Standing
→ Closing Court

Central State Inspectorate of Social Services ;

Foster care family and the child

The sudden closure of placement in foster care:
1. The Emergency Situation followed by an emergency placement in the custody of the decision taken by the Multidisciplinary Group and the respective court;
2. Submission of application to the Court

Identification of child in risk

WHO?

WHERE?

Case References

> *Identification of case manager Evaluation psikosocial of child and his/her family biologjike*

> Determination of occasional reference to appropriate services provided under child protection Having in consideration the placement of the child infoster care family

Child evaluation and his/her biological family

Evaluation of parents (as a potential foster care family. Evaluation of child and his/her family who will be as a potential family foster care, based on evaluation of multidisciplinary equipe.

Vendimi i Gjykates per vendosjen ne kujdestari

Inter-institutional collaboration - challenge and important way in improving the management of local government units in Albania.

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Abstract

The organization of local government in Albania is characterized by a large number of local government units, division of territory in very small units and three government levels that often can not divide clearly the competences between them. Local government faces challenges every day that are becoming ever more complex due to increased public xpectations in terms of offered quality of services, employment opportunities, possibilities to solve faster and efficiently the emergent needs and opportunity to absorb as many funds as possible, especially funds of IPA which provide the opportunity to implement larger and long-term projects, etc..In the paper will be given information on concrete examples of inter-institutional collaboration among local government units, legal spaces and the limits of the law in this regard, legal instruments used for these collaborations, funding mechanisms and incentives, the fact that they have been successful, identification of the barriers and opportunities for the community benefit. It will also provide ideas for a new collaboration possibility such as the management of human resources. So far, inter-institutional collaboration in Albania has been focused only on the area of public services, but for the first time, the New Law of the Civilian Employee creates the possibility that this collaboration can be extended also in the field of human resources. Until February 2014, month in which the new law began its effects of civil servants in Albania, the local government does not fully benefit from the legal regulations in the field of civil service. With the entry into force of this law, now the three levels of local government are included in the field of civil service and will be able to manage human resources according to principles laid down in the law and take advantage of the civil service system as an unique system.

Key words: quality of services, new collaboration possibility, management of human resources, unique system, legal instruments, barriers, opportunities.

Introduction

The vision of the organization of local government in Albania is in accordance with the Constitution, the principles of the European Charter of Local Autonomy and the goals of the country for development in the context of European integration.

The vision of the organization for local government in Albania takes into consideration the fact that decentralization and local authorities represent the basic principles of consolidated democracies.

Under the Constitution, the local governance in Albania is organized in two levels of districts and communes/municipalities, which are local public decentralized and autonomous authorities responsible for delivering and distributing the public goods and services.

Relations between them are characterized by their cooperation, complementarities and a clear division of tasks within a coherent legal framework.

Albania's territorial division is based on Law no. 8652/2000 "On the organization and functioning of local government" and Law no. 8653/2000 "On the administrative and territorial division", which brought the creation of 373 local units of the first level (65 urban municipalities and 308 rural communes) and 12 local units of second level or districts.

A municipality is an administrative-territorial unity and a community of residents mainly in urban areas and in special cases it includes even rural areas. The territorial space, the name of the municipality and its city center are defined by law.

The commune represents also an administrative-territorial unity and a community of residents mainly in rural areas and in special cases in urban areas. The territorial space, the name and the center of the commune are defined by law.

The districts are the second level unit of local government. The district represents an administrative-territorial unity, consisting of several communes and municipalities that have geographic, traditional, economic, social relation and common interests with each other. (Table 1, data of 2009).[1]

Given the legal framework communes and municipalities are the closest administration to the recipient and have clearly defined their duties and responsibilities.

The district is an upper level of local government. The purpose of their establishment was to create an instrument which would enable and assist the central government in drafting the new regional politics and programs for the development of disadvantaged areas in order to eliminate inequality between disadvantaged areas and the average of Albania. In this way the actors were given opportunities to local, regional and national level to contribute and collaborate to maximize the development potential in these areas.

Problems of territorial division in Albania

A. Administrative Territorial Structure

Albania has a fragmented system of local government with a very large number of local government units that have no fiscal or human capacities to provide public services at a reasonable level. According to the Civil Registry Data in Albania are 46 municipalities in less than 2,000 inhabitants and 107 units (103 communes and 4 municipalities with 2000-5000 inhabitants), thus constituting 415 local government units with less than 5,000 inhabitants[2]. (Table 2, the number of municipalities and communes by population).

Currently with the territorial division of local government in Albania, the right of local government units to run efficiently and the right of citizens to participate in decision making fail to be exercised fully and to give their results in improving the life of citizens.

B. Fiscal Decentralization

Fiscal decentralization is not yet well developed in Albania with all the performed progress. The decentralization reform has brought an increase of local autonomy in terms of incurring expenditure, but more rapidly in terms of local autonomy in terms of revenue. Currently, local governments now manage over 80 local taxes and fees, which grow year by year. From year to year are added functions that the central government has passed to local government units. Today these units perform about 31 functions. However inadequate legal regulations, such as restrictions imposed in the law on local borrowing or absence of a specific law on local finances has made that in this direction there are enough problems, which have affected also the manner of exercising the functions and quality of public services offered to the community.

In general, fiscal decentralization is associated with lower efficiency of use of financial resources and high cost of administrative expenses. Number of local units that have very weak financial situation is high, especially of those units with small populations and few natural resources or in terms of business development. So about 220 communes spend more than 40% of the budget for administrative costs. About 110 communes provide income from fees and local taxes 0-10% of their budget and from these 70 communes have 0 the level of tax collection.[3]

According to the report: fiscal decentralization indicators for Eastern Europe 2006-2011:[4]

Albania ranks last in terms of local revenue as percentage of GDP.

Albania ranks third from the bottom in terms of local income/capita in 737 Euro leaving behind Kosovo with 587 Euro and Moldova with 518 Euro.

Albania together with Kosovo and Bulgaria are the only countries that do not use sharing of personal income tax.

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[1] Data taken from the document Inter-sectoral Strategy of Decentralization and Local Governance, prepared by the Ministry of Interior
[2] Data taken from the document Project of Planning and Local Governance in Albania, prepared by the United States Agency for International Development
[3] Data taken from Inter-sectoral Strategy of Decentralization and Local Governance, Ministry of Interior
[4] Report of Associations Network of Local Authorities of South East Europe, second edition, November 2012

Albania ranks second from the bottom in terms of property tax collection as percentage towards GDP in 2011 with only 0.18% leaving behind only Croatia by 0.13%.

Albania ranks last in relation to local government investment as percentage towards GDP to 0.9%.

Albania ranks penultimate after Moldova in terms of per capita outstanding debt of local government units with 23 Euro per capita.

Table 3: Application of taxes from local government units

Table 4: Application of taxes from local governments units

With the current division of the territory and form of decentralization, the efficiency and economies of scale are not achieved, then it is touched the principle of subsidiary. We can mention the case of the final treatment of solid waste, the form of the transfer of responsibilities on water-supply and sanitation, urban planning when should be taken into consideration implications in neighboring local unit, inter-urban public transport, local administrative capacity not of the level with scale of the problem that must be faced, etc.. Due to lack of efficiency and legislation on standards, are offered non-qualitative services and lack of access that undermines the goal of decentralization, which is to provide qualitative services for citizens. One of the major problems that has presented this territorial division is the fact that also the funds allocated to these local government units are fragmented and therefore by their use is not achieved the proper economy and efficiency.

While the challenges they should face become more complex:

Citizens expectations about the qualities and types of public services increase, as they are becoming more and more part of a globalized world.

Local businesses seek increasingly more financial support and infrastructure, but local governments have difficulty attracting funding in the function of investments performance.

Most of young people abandon the rural areas unable to find a work, adding the number of unemployed in urban areas.

Many municipalities and communes are small and are unable to provide financial funding or expertise to carry out a good governance.

For example how could a local government body with 5000 inhabitants can manage good the domestic waste, when a modern processing plant requires a minimal population of 7000 residents?

When from the data of the Ministry of Interior issued by the National Registry of Civil Status 178 communes and 6 municipalities have under 7,000 residents.[1]

This problem can be solved through cooperation of local governments of different levels, through inter-local cooperation.

What is the inter-local cooperation?

An instrument used by two or more local authorities working together within their legal powers to:

Perform administrative functions

Promote local development

Provide public/social services

There can be forms and various reasons for the application of this instrument, but in all cases there are some common features. Inter-local collaboration occurs when two or more municipalities or communes agree to work together to achieve a mutual benefit in connection with the services that they should provide to the community.

Inter-local collaboration does not refer to:

National/regional associations representing the interests of local authorities in negotiations with government

Change of jurisdiction/administrative borders through amalgamation

Cross-border cooperation between municipalities of neighbor countries

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[1] MoI, General Directorate of Civil Status, January 01st, 2014

This instrument has:

its technical dimension, because it requires planning and management skills

cultural dimension because it requires a leadership with a positive and cooperative approach

above all it requires legal support, a flexible legal framework and financial incentives for certain objectives

Legislation enabling the inter-local collaboration

In Albania, the main legislation that enables the inter-local collaboration is:

Constitution of Republic of Albania, which in Article 109/4 provides: "The bodies of local governments have the right to form unions and joint institutions with each other to represent their interests."

The European Charter of Local Self-Government of the Council of Europe, adopted in May 1998, which in Article 10/1 states: "Local authorities have the right to cooperate while exercising their powers, and within the legal framework can form partnership with other local authorities in order to carry out the tasks of common interest".

Law no. 8652 "On the organization and functioning of local government bodies" which in some of its articles recognizes the right of local councils that can establish institutional agreements for co-management of various functions of local government. The law requires that these agreements:

Describe the purpose and functions to be exercised

To provide the manner whereby it shall be completed the goal

To determine the extent and duration of the delegation of powers

To determine the manner and measure of the division of revenues and other benefits from the activity.

Law no. 10296, dated August 07th, 2010 "On the financial management and control", which in Article 3/2 states that the field of law enforcement includes: "Corporations, non-profit organizations and joint authorities, which are owned, controlled, financed or financially guaranteed by a unit of general government (general government = central government and local government)".

There are also mechanisms of financing by state budget of the central government for cooperation agreements such as joint stock companies subsidies of water-supply and sanitation for polluted waters.

Another mechanism of central government that encourages and supports inter-local cooperation is also the Regional Development Fund, which is considered as the only instrument that somewhat addresses the problems of regional development. Regional Development Fund (RDF) is a financial instrument aimed to distribute the central funds for investments to local governments on a competitive basis and aims to harmonize national and local budgetary policies. Regarding this it is worthy to point out some issues as:

RDF funds are allocated on the basis of criteria defined by normative act[1], but allocation based on competitive grants makes it more project-oriented than an instrument that addresses the regional development. A large part of the local units have no skilled technical capacity to implement programs in order to benefit financial instruments from the fund.

Competitive nature creates the problem of "closed circuit of low capacities" (which has happened in Bulgaria) which means development opportunities only for a limited group of actors, usually those most developed. Thus the weak risks to weaken even more, because to him is not provided specific support[2].

There is very little knowledge about RDF and mode of application, and a large part of the local units apply to the old format of competitive grants. This conclusion has emerged from a survey carried out by an UNDP project.

And finally all the institutions that will be involved in managing this fund, need to strengthen existing capacities and building new capacities.

The main areas and reasons for inter-local cooperation.

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[1] DCM no. 135, dated February 03rd, 2010 "On defining the criteria for allocation of funds for development of regions"

[2] Marinov, 2010

The main areas where an inter-local cooperation could be extended affect practically the vital services of a community and as such can be listed:

Health, social assistance, education, environmental management, waste management, water distribution and sanitation, economic development, culture, urban planning, roads, public transport, fire services, tax collection, public procurement and human resources.

The cooperation of local government units in all areas listed above leads to:

Harmonization, unification, development of common policies for all areas, unifying priorities and objectives in broader geographic areas and for a greater number of people.

Enhancing the quality of services, their availability and the possibility of using an advanced technology.

Opportunities to attract major funds for the realization of projects.

Efficiency and effectiveness in service delivery. Reduction of fiscal evasion and increasing specialization of human resources.

Increase the purchasing power of the community.

Increase the standard of human resources.

From a research conducted by the Swiss Agency for Development and Cooperation in partnership with the Ministry of the Interior and Local Government Associations, in which participated 83% of communes and municipalities and 78% of district, results that all participants confirm willingness to cooperate with other units of local government and rank 7 functions as the main interest for cooperation.

Table 5: Ranking the fields of cooperation for which there is an interest[1]

Also from the research showed that:

To the question whether they have knowledge on the inter-local cooperation, 83% of communes and municipalities and 78% of districts responded that they have general knowledge and only 15% of communes and municipalities and 22% of districts responded that they have no knowledge.

To the question of who are the channels of information, 59% of communes and municipalities and 89% of districts responded that national associations are the main channels of information and these are the government and its agencies.

To the question whether the government encourages the inter-local cooperation, 72% of communes and municipalities and 78% of districts have responded positively.

Many local governments consider inadequate legal environment to assist local governments in creating and using different instruments of inter-local cooperation and require that the national legislation and local councils should define the specific rules of cooperation.

Inter-local cooperation in Albania so far in all cases has its partner the first level of local government, communes and municipalities. Districts so far have seen their role as encouraging and not only as a facilitator or participant in collaboration and there is only one case when in cooperation has participated a Sub-Prefecture.

So far 37% of communes and municipalities report formalized cooperation with other local units in the form of:

Agreements, used for delegation of powers to the district or other units of the first level. Typical are the cases of urban or construction inspectorates.

Establishment of legal entities, public enterprises, joint stock company or associations with the participation of private business. Typical are the associations of water supply and cleaning.

As reported by local units in all cases collaboration is realized with financial support of donators and mainly foreign ones.

Positive examples of inter-local cooperation

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[1] Initial report to the Inter-Municipal Cooperation, March 2012

Despite all the difficulties in Albania, currently there are some successful examples of inter-local cooperation. Let mention some of them:

Region of Korca, Form of cooperation: Management or urban waste

Number of local units participating in the collaboration 28 communes, with a total population of beneficiaries.

Legal form: Joint Stock Company

Funding: KFW, the contributions of units, revenue from cleaning fees.

Region of Berat, Form of cooperation: water supply and sanitation

The number of member units 2 enterprises and 6 local units with a total population of beneficiaries.

Legal form: Joint Stock Company

Funding: KFW, the contributions of local units

District of Shkodra, Form of cooperation: cleaning service

The number of member units: 5 local units, 1 municipality and 4 municipalities, with a total population of beneficiaries

Legal form: Association

Funding: COSPE, contributions of local government units, revenue from cleaning fees

District of Shkodra, Form of cooperation: Depositing of urban waste

The number of participating units: 11 local units, of which 3 municipalities and 8 communes with a total population of beneficiaries.

Legal form: Association

Funding: COSPE, contributions of local government units from cleaning fee.[1]

From what it is reported form the national associations of local governments, except of these most successful cases and in typical areas where exists an inter-local cooperation until now, there has been only one case of cooperation in the field of administrative services with the aim of cutting costs and there is no single case of cooperation in the field of human resources management.

The reasons that have hindered the inter-local cooperation to be further developed:

mentalities and political divisions

problems in financing projects

lack of inventory of properties by local authority and the barriers showed by the central government in carrying out this process

Lack of human resources to enable the drafting of agreements, practices and their further management.

Human Resources, a new area of inter-local cooperation

Human resources are the most vulnerable part when it comes to local government units in Albania.

Large population movements since 1990, with the change of political system in Albania continuing during 20 years later, made that in remote areas qualified human resources has moved and especially young people who try to be employed in urban areas because of higher payment, better living conditions and better job.

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[1] Information received from

What we all recognize today in Albania is the fact that in local units there are less qualified human resources, who are able to respond to the challenges and demands of the time.

The loss of population in a large part of communes has also brought the departure of educated human resources on what makes difficult the use and implementation of reforms in order to increase the quality of life in communities.

In about 80 communes, especially those with less than 5,000 inhabitants, 70% of administration is without university education.

This phenomenon and this inability in terms of qualified human resources has led to the fact that since 1999 when in Albania came into force the first law "On the Status of Civil Servants", communes were excluded from this law due to the inability of the selection of candidates to be adapted to the requirements of the job position.

In all cases of inter-local collaborations, expertise or advising is made by international organizations and local experts employed by these organizations.

If local governments would seek to apply the forms of cooperation in terms of human resources, the supporting legislation in this regard almost doesn't exists.

There is only one law in which it is clearly expressed the fact that each local unit may borrow sources of other units, but also this in contractual form and approved in advance by the central government. Law "On Auditing in Public Sector" .

Since February 2014 is entered into force a new law "On Civil Servant", number 152/2013, which has extended its scope to all local government units on both levels. The basic principle of this law is conducting recruitments in group or massive recruitments and on national level.

In manner that this principle can be realized and implemented realistically the spirit of the law, the government strongly advises local governments to extend their cooperation also in this regard.

We would have:

Respecting the legal law in the employment field

Opportunities for local governments for capacity expansion and selection of the best cases

Cuts of administrative costs

The new law sees the civil service system as a unique, within which we have mobility plans of the employees for their needs or institutions, to improve capacities etc.. In this context, local units within a broader region, could benefit from cooperation providing to the citizens the opportunity to expand the employment market.

In manner that all above can be accomplished, it is required a great collaboration between local governments and government agencies to enable recognition of the law and its proper meaning.

In this context, the government is also assisted by the Swiss Cooperation Office in Albania and Council of Europe, who in recent months have organized trainings with units of human resource management of local units and government experts.

By all participants in the training is evident the desire to implement the law and to cooperate in this field being aware of the importance of this major component as a qualified employee.

Two key objectives on which stands the European Cohesion Policy are: efficiency and equity. While ISRD emphasizes mainly the development of the legal framework and institutional capacity and does not answer to the question whether in a country like Albania we will support efficiency or equality? The answer to this question will certainly affect the territorial division, efficiency and role of the Counties, creating regions, their form and size.According to ISRD, the approach to regional development is more internally focused than integrated in the European concept of Regional Development (RD).But, funds that Albania will benefit from IPA III and will be managed centrally, will initially focus on EU priorities and national priorities through major infrastructure investments in transport, environment and regional competition.

IPA III budget will finance projects with the highest values (values that will be more than 10 million euro). This means that at the beginning Albania will not be able to address its regional problems through these funds. At first interest is to treat disparities between our country as a single region of the EU and other countries of the Community.

Therefore, what is required is a convergence of internal RD with IPA III and a gradual adaptation of RDF as the only current mean for this convergence. In terms of limited time, money and human resources, this alternative is an opportunity to be more efficient with used resources and without risking losing strategic orientation.

To be successfully carried out, it is required:

Limited changes in the institutional structure to allow more focus on human capacity building who need to gain knowledge and experience.

Maintain management and programming responsibilities at central level and local units specialization in project management.

A clear definition of responsibilities in the implementation of investments between the central and local authorities so that possible financing, management and programming collisions can be avoided.

It would also require some changes that can be made to RDF:

Review the basis upon which it relies to shift from the current focus towards projects in terms of development programs. This would allow a better connection of RDF with budget legislation.

The best connection of RDF that is managed centrally with development strategies of special Counties.

Special support for areas in advantage absence.

In conclusion, anyway it depends on the progress that Albania will make with efforts to establish an institutional framework and human capacities, which should be proficient in management, programming and implementation of EU financial support, with the ultimate goal of ensuring efficient use of these funds.

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Initial report to the Inter-Municipal Cooperation, March 2012

Law number 8788, date 7.5.2001" On non-profitable organization"

Tables

Tab. 3 Application of taxes from local government units

Fees	Municipalities	%	Communes	%	Total	%
Cleaning fee	63	97	166	54	229	74
Transport License	47	72	167	54	214	69
Income from Tenders	43	66	139	45	182	59
Business Registration	44	68	114	37	158	51
Administrative Acts	28	43	99	32	127	41
Income from Parking	44	68	29	9	73	24
Hunting Fee	16	25	40	13	56	18
Other Income						
From Agricultural Land	2	3	4	1	6	2
Lands	16	25	24	8	40	13
Buildings	8	12	4	1	12	4
Specific Objects	2	3	2	1	4	1
Rent from Buildings	39	60	43	14	82	27
Rent from Agricultural Land	6	9	15	5	21	7
Rent of Lands	25	38	58	19	83	27

Tab. 4 Application of taxes from local governments units

Denomination	Municipalities		Communes		Total	
	No.	%	No.	%	No.	%
Tax on Building	62	95	235	76	297	96
Tax on Agricultural Land	32	49	231	75	263	85
Tax on New ConstructionS	42	65	91	30	133	43
Table Fee	57	88	162	53	219	71
Market Fee	51	78	80	26	131	43
Advertising Fee	37	57	21	7	58	19
Fee of Ownership	19	29	18	6	37	12
Hotel Tax	17	26	13	4	30	10

Tax on Profits from Private Sector Entities	1	2	7	2	8	3
Tab.1						

Districts	Municipalities/Communes	Population	Surface Km2	No. Residents/km2
Berat	25	239.185	166.4	143.6
Diber	35	194.873	2373.1	82.1
Durres	16	397.925	704.7	564.6
Elbasan	50	431.113	3251.2	132.6
Fier	42	473.611	1739.5	272.2
Gjirokastra	32	161.817	2902.2	55.8
Korca	27	359.091	3503.2	102.5
Lezha	37	115.120	1514.4	76
Kukes	21	210.692	2479.1	85
Shkoder	33	334.462	3184.2	105
Tirane	29	951.364	1645.9	578
Vlore	26	359.177	2719.5	132
TOTAL	373	4.228.430	27682.4	152.274

Tab. 2 The number of municipalities and communes by population.

No. Local Government Units/population	Number of population								Total
	<2000	2000> 5000	5000> 10000	10000> 15000	15000> 30000	30000> 100000	100000> 200000	> 2000000	
Municipalities	0	4	17	18	10	11	3	2	65
Communes	46	103	102	41	15	1	0	0	308
Total	46	107	119	59	25	12	3	2	373

Tab.5. Ranking the fields of cooperation for which there is an interest

Fields of interest	Commune/Municipality in %	Districts in %
Local economic development	80	100
Environmental protection	76	100
Tourism promotion	67	100
Urban planning, territory management, building permits	59	100
Protection of cultural-historical buildings	57	89
Protection of forests, pastures, natural resources	54	89

Response to emergencies	54	89

Tab.6 Albania has serious problems in deepening inequality

No.	County	Population	Poverty level/ national average in %	Unemployment rate/ national average in %	Local future/ national average in %	Access to water supply/ national average in%	No. medical visits/ national average in %	Completing obligatory education/ national average in%
1	Berat	181 901	96	99	74.6	114	107	368
2	Diber	166 367	59	85	61.4	54	70	55
3	Durres	280 996	102	117	106	131	68	53
4	Elbasan	380 593	80	110	70	83	62	147
5	Fier	380 737	85	133	77	91	83	76
6	Gjirokaster	80 646	131	118	112	97	132	385
7	Korçe	263586	94	126	78	97	127	202
8	Kukes	102 036	63	42	74	91	56	54
9	Lezhe	159 882	69	61	78	58	89	162
10	Shkoder	250 351	77	52	67	74	120	75
11	Tirana	677 871	108	168	160	123	140	
12	Vlora	202 295	139	89	139	132	92	506
		3127261						

I BELIEVE SO THAT I MIGHT UNDERSTAND: AN EPISTEMIC STUDY ON THE RELATION OF BELIEF TO KNOWLEDGE IN SAINT AUGUSTINE

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Abstract

If we weren't creatures hungry to believing, we could not reach to the belief. The confirmation of the need to believing depends upon the mind's awareness of its limits. Life is so short that, if we wait all of our questions to be answered, our life does not suffice. Probably no people live so long to get immediate and individual knowledege of all truths. Besides, belief is brought to be necessary by the constraints of human knowledge. Non of us never can be in a stuation in which we can know every thing immediately. Every time there are a great many truths that should be approved depending on the testimony of some authorities. We know much more thing via belief than that we know via experience untill now and those things are much more important from the point of our spiritual and wordly happiness. Once we decide not to believe any thing that we comprehend by means of our senses, than no human institution can remain robust. Faith also stands in the foundation of love and respect. As paralel to his those thoughts, Augustine's understanding of knowledge is opposite to the contemporary empirical understanding. Contemporary empirical understanding allocates knowledge to the assertions which are believed by people depending upon a robust evidence when they are true. However, for Augustine (AD 354-430), basic knowledge is belief. Belief is necessary, because it's antecedent to understanding temporarily. The person who don't believe will not understand. Because the people who don't believe will not experience and the people who don't experience will not know. It's our duty to understand what we believe in sincerely and to get sight of rationality of our belief. Understanding is not only getting an additional evidence for belief to justify belief, but also in understanding foundations of belief or meaning of the thing believed or both of them become more robust..

Key Words: Augustine, belief, faith, knowledge, understanding, the relation of belief to knowledge, the relation of belief to understanding.

Introduction

Augustine's view to the concepts of belief and knowledge and relation he sets up between these concepts are characteristic for both his general philosophy and his philosophy of knowledge. For him knowledge and the belief' relation to knowledge have an importance beyond the practical life. That all data we have do not have the characterisric of knowledge and also we own beliefs and also although those beliefs we own are different from the point of both their construction and the way they are obtained, they are inevitable for us, because they constitute an important part of our life and our actions, to investigate the structure and characteristics of the concept of belief and the relation of belief to knowledge are extremly important both from the point of philosophy of knowledge and religious and daily life.

As a person who struggled with scepticism, Augustine, in addition to knowledge, argues that "belief is the only likely treatment for his spiritual condition."[1] With the words of Schmitt, "belief is necessary for the rational order of things. If scepticism was confirmed, the intelligible and harmonious structure of the world became scattered."[2] Nash also indicates to the same point but he does this coming up with some conditions. According to him, "it's necessary for us to believe in something but we should direct our belief to the objects that are most worthy to believe."[3] The reason for his thinking like this, on the other hand, is to establish the credibility of religious and ethical facts. In this issue, "Augustine may be affected by the Stoic thoughts concerning to the connection between epistemic certainty and morality."[4] It seems that Augustine appriciates the social and practical necessity of belief. Whether we are conscious of or not, our basic relations are based on our beliefs. In this meaning, association of scepticism about the ability of human reason's obtaining knowledge with a belief pertaining to the truth itself, made lead Augustine to the conclusion that the only way of solution was faith or belief. For this reason, he proposes the analysis of many kinds of credibility: Facts to be believed. Firstly, we have historical truths

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[1] Stephen Menn, Descartes and Augustine, Cambridge 2002, p. 187.

[2] Charles B. Schmitt, Cicero Scepticus: *A Study of The İnfluence of The Academica in the Renaissance*, The Hague, Martinus Nijhoff, 1972, p. 148.

[3] Ronald H. Nash, *The Light of The Mind: St. Augustine's Theory of Knowledge*, Ohio 2003, p. 22.

[4] Gerard O'Daly, "The Response to Scepticism and the Mechanism of Cognition", *The Cambridge Companion to Augustine*, Cambridge 2006, p. 164.

in which we can only believe, because we don't have any immadiate, first hand knowledges about them. He attracts attention to that we know execution of Catinean assassins only through the authority of Cicero (106-43 BC). This authority is robust like authorities depending on them we know who our parents are. It would be nonsense to reject having respect for our parents, by asserting that we don't know who they are. Augustine was affected by the fact that some of the most basic relations –love of child for parents and affinity of friends and married couples each other- depend upon reliable belief."[1] The function of belief in this context is beyond our estimations. "We know much more things via belief than that we know via experience untill now and those things are much more important from the point of our spiritual and wordly happiness. Once we decide to do not believe any thing that we can not comprehend by means of our senses, than no human institution can remain stable. The trust that is at the root of faith is also at the root of friendship, love and respect that are the foundations of society."[2] He gave priority to belief but didn't neglect the importance of knowledge. "Throughout his writings he insist that knowledge is not to be sought for its own sake; instead man should seek knowledge so that through it he may attain true happiness. Augustine's view is not so much that knowledge will make the attainment of happiness easier but that the knowledge of absolute truth is a necessary condition for happiness. Although Augustine's practical interest in knowledge keeps him from giving us the kind of systematic discussion of certain topics that one finds in Hume or Kant, there is nonetheless a certain benefit that follows. The fact that knowledge is related to God and to human quest for happiness insures the importance of epistemology for Augustine."[3]

Knowing By Seeing And Knowing By Believing

In this context he firstly seperates knowing to two categories as knowing by way of belief and knowing by way of knowledge (seeing) and examining how they can be obtained questions their reliability. According to him, in knowing by the way of belief there is not the credibility that is in knowing by way of knowledge. "The first Augustine calls belief (the way of faith) and the second he calls "understanding" (the way of reason). Both modes of knowing seek to bring about the union between knower and the thing known which is the essence of knowledge. In the case of understanding there is an immediate contact between the two, a direct confrontation in which the knower perceives the objectby a type of 'vision'. Since my experience of such truths is so immadiate, they seem to force themselves upon me. I can not deny the pain in my leg nor the noise of the street nor the remembered facts of my past. I may try to ignore them but I can not deny them once they capture my attention. Moreover, once attended to, they have a tendency to move me by their presence. My contact is so intimate that once I see them as true, I easily move to see them as good or bad. I quickly move from being a knower to a lover, reaching out to embrace those realities which promise to bring satisfaction and happiness when possessed."[4]

Knowing by the way of belief is very different from the other way. "Knowledge by the way of belief (faith) does not possess such power. The truth of the object known is not known directly but only through the testimony of ohers. Whatever is good and desirable about the object is known by hearsay, not vision. The immadiate contact of the knower is with that witness who testifies to the truth perceived. It is not the truth of the object that forces itself upon knower. It is the credibility of witness, a credibility that rest on a conviction that this witness is (1) knowledgeable, that is, is in a position to know the facts and (2) trustworthy, that is, is not likely to misrepresent the facts. Only rational beings can serve as such witnesses and since humans, angels and God are wrapped in mystery, we are never overpowered by evidence of credibility unless we want to be. It is for this reason that Augustine will define faith or belief as an act of thinking with assent"[5] Helm argues that this uncertainty which exist in the conceps of belief and faith is a necessary result of the structure of these concepts. According to Helm, "without risk there is no faith. Faith is precisely the contradiction between the infinite passion of the individual's inwardness and the objective uncertainty. If I am capable of grasping God objectively, I do not believe, but precisely because I can not do this I must believe. If I wish to preserve myself in faith, I must constantly be intent upon holding fast the objective uncertainty, so as to remain out upon the deep, over seventy thousand fathoms of water, still preserving my faith."[6] This view can be striking for believers like us but it is clear that it may help us seriously to understand some of the most essential concepts we have. "On this view faith is inherently risky, not because there is in fact little evidence for what is believed and more would be desirable, but because whatever evidence there is is in some way against

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[1] John M. Rist, *Augustine, Ancient Thought Baptized*, Cambridge, 1997, p. 56.

[2] Donald X. Burt, *Augustine's World,* London, 1996, p. 45.

[3] Ronald H. Nash, *Ibid.,* p. 22.

[4] Donald X. Burt, *Augustine's World,* London, 1996, p. 44

[5] *Ibid.,* p. 44.

[6] Paul Helm, *Faith and Understanding,* Michigan 1997, p. 14.

the truth of the proposition believed, and thus faith 'contends' with evidence against. It is a mistake to think that such a view of faith cannot be defended; it does not follow that there are no reasons for holding the view that religious faith is not reasonable."[1] As we saw here, for a thinker who adherent to the Platonic tradition, to think on the borders of our knowledge helps only reevaluation of the lower position of belief and identify the credible authorities.

Augustinus rethorically makes a sharp seperation between the exactness of knowledge and baseless structure of belief. "Despite his positive expressions about belief such as rational, proven and worthy of trust, he argues that belief has not the first hand proofs that knowledge has. Besides, it is out of immediate proof which sense perception has. A well-approved sense perception is a form of knowledge, in the meaning that historical testimony never become."[2]

Nevertheless, the concept of faith enters into our lives indispensably, because when it requires to know the truth, though the human mind is necessary, it is not sufficient. According to Augustine, "the created light of human mind requires a light from outside. Even created intelligible light could not explain the human knowledge without unchanging, immanent and active being of God. But the light with which the human soul is illuminated is different. Such that the soul by oneself or in that light can see every thing through reason and truly. Because the light is God' itself. Nevertheless, every thing that the soul grasp or can grasp via reason spring up from that light."[3]

The use of the concept of faith embraces both the issues about God and issues about external world. "Faith is the response to God's self revelation and the only access to God as trinity. By faith persons communicate with God, who communicatd with them by creation and by sending the Son and Spirit."[4] Human transceds the world with that act of faith. "The act of faith belongs to the rational (practical) mind, which focuses on the temporal Christ, his life, words, death and resurrection. Human beings ascend from knowledge *(scientia)* in this temporal life to wisdom *(sapientia)* in eternal life where God is contemplated."[5]

But, as we said, faith is not peculiar only to religion. According to Nash, "Augustine raises an additional argument, however, in claiming that faith is not peculiar to religion. It is, in fact, indispensable in every area of life. To take a simple example one's knowledge of his own identity depends upon faith, for how else would one know that the people who claim to be his parents really are unless he either trusts their word or the word of someone else? Moreover, all learning depends upon faith. If we refused to believe things that we have not experienced personally, we could never know the facts of history, which are based upon the testimony of others whom we take to be authorities. This, Augustine insists, is faith."[6]

Paul Helm, in his book called *Faith and Understanding,* in which he investigates these issues elaborately, speaks of these two meanings of faith and exemplify Augustine' use of faith concerning world we mentioned before under the names of individual and propositional faith. For Helm, "faith can be used in at least two quite distinct senses, and each sense is important. The Word can be used as shorthand for '*the faith',* that is, for a body of beliefs of a theological or religious character which forms the cognitive content, or the core of the cognitive content, of some recognizable religion. Thus it is part of the faith of Jehova's witness that they believe that Jesus Christ is a creature, whereas it is part of the faith of a Christian that they believe that Jesus Christ is God. When man and women confess their faith, whether they are Muslims, Hindus or Christians, then what they are confessing is the set of propositions, together with the associated practices, which they regard as essential to their faith and which includes those beliefs which are distinctive of it. And the reason why this body of propositions is referred to as *the faith* is, quite simply, that it is that set of propositions which express what the holders regard as trustworthy truths about God, about themselves in their relation to God, and so on. One could use 'faith' in this sense to refer to the convictions of an atheist, for the atheist also has a set of beliefs. Naturally, being an atheist, he does not include in this set any beliefs which he believes imply the existence of God. Nevertheless an atheist may, in this sense, be said to have a faith… Such faith involves understanding, for a person can hardly believe what he does not to some degree understand. But he may not understand it very much and may seek to understand it more. Increased understanding of the propositions of the faith enhances the way of faithas a whole. It is sometimes suggested that there is a sense of faith which which is 'personal' and which is to be contrasted with a 'propositional' sense of 'faith'. But this distinction does not seem to be a watertight one. If my friend Jones says that he will lend me his ladders and I believe what he says, then my reliance upon him – my faith - must have both a propositional and personal aspect to it. I believes Jones. I may or may not give him unconditional belief, believe him whatever he says. But what is undeniable is

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[1] *Ibid.,* p. 14-15.

[2] Gerard O'Daly, *Ibid.,* p.164.

[3] Augustinus, *De Genesi Ad Litteram* XII, 31, 59.

[4] Mary T. Clark, "De Trinitate", *Cambridge Companion to A ugustine*, Cambridge, 2006, p. 97.

[5] *Ibid.,* p. 99.

[6] R. H. Nash, *Ibid.,* p. 25.

that I believe him in respect of the ladders. The proposition expressed by the sentence 'Jones will lend Helm his ladders' is believed by Helm because it is taken to be a trustworthy assertion of Jones. In believing the proposition, I believe – trust – the person, and in believing the person on this occasion I believe what he says, his utterance about the ladders. So the two senses of faith, the personal and the propositional, are interconnected, and highlight two aspects of one stuation. Though, understandably enough, the faith of an atheist cannot have this personal aspect, since he cannot regard the propositions of his faith as being the personal statements of anyone."[1]

While this long quotation is noteworthy from the point of being explanatory, it still does not hold forth explanation enough concerning to the relation of the concept in question to knowledge. The responce of this question lies in the seperation we made above. According to Nash, "as long as faith is understood in the first sense noted – as acceptance of authority or indirect knowledge – the it is true by definition that faith plays no role in immadiate *scientia*. There are two obvious examples of this kind of knowledge. One can know his own soul directly by intuition and one can perceive sense objects directly. It would be a contradiction to assert that faith (in the sense of being considered) plays any role in my present perception of a sensible object."[2]

I think, we can solve this contradiction by examining the other meanings of this concept. "There is another sense of the word in which faith does play a part in immediate *scientia,* at least in sense perception. Unless one assumes or presupposes that the senses are reliable, he will not regard the information received through them as knowledge. The Academician's depreciation of sense perception is proof of this. One need not be or aware of the confidence he has in the senses, for example, but when he becomes conscious that he no longer trusts their reports, they will no longer be regarded as a source of knowledge. Thus if faith is understood as the act of assuming (consciously or unconsciously) that something is the case, there is a sense in which it is indispensable, even for immediate *scientia.* A knowledge of anything depends somewhat upon one's presupposing certain other things. This is, of course, most clear in geometry, where there can be no knowledge untill certain axioms and postulates are assumed. This is just as true of other areas of knowledge. For example, The Thomist thinks he can reason his way to God's existence without faith. Perhaps he can, in a particular way, he would not succeed if he had no confidence (faith, in another sense of the word) in the reports of his senses or in the laws of logic."[3]

What we have explained untill now can be assumed to prove that Augustine believed that a real philosophy was in the same time was a real theology. His that belief puts in the words a common quality of middle age philosophy. Moreover, he was at the beginning and foundation of an understanding that dominated to the middle age. In middle age philosophy, faith and reason were not activities that could be investigated seperately from each other, they were not psychologically different activities. For this reason, that Augustine's use a religious concept in explaining philosophical subjects is not an extraordinary stuation. If we deal with in the context of our subject, Augustine states this truth by saying 'I believe, so I can understand.' The reason for that he states question so, is that faith and reason both two are necessary elements of knowledge. With these expressions, Augustine made faith, or as sometimes used belief, necessary component of philosophy of knowledge. This situation is very original in the history of philosophy, because before Augustine the relation of faith to reason and especially the subject of faith had not been discussed so elaborately. In the history of thought the subject of faith firstly with Christianity enter into philosophy and the person who discussed this subject in philosophical context so deeply was Augustine. In the history of humanity firstly Augustine united religious faith and knowledge in a melting pot and after Augustine untill today in Christian World these two areas have never seperated from each other. At this point, I think, Christian World is very lucky, because they are indebted their scientific and cultural development to this synthesis of faith and reason (secular reason of Ancient Greek). The nations who could not comprehend reason of Ancient Greek and could not unite this reason with their religious faiths have not realized any important development in scientific and cultural areas. So they are sentenced to being slave by themselves.

The Relation Of Belief To Understanding

The relation of belief to understanding is a subject which originates from the structure of belief and knowledge. The relation in question is important especially in the context of religious belief. "Augutine his *Soliloquies* with the confession that the two things he wants to know are his soul and God. In the second book of *De Libero Arbitrio*, Augustine says to his interlocutor, Evodius: 'At any rate you are quite certain that God exist.' Evodius replies, 'I firmly believe it, but I do not know

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[1] Paul Helm, *Ibid.,* p. 9-10.

[2] R. H. Nash, *Ibid.,* p. 28.

[3] *Ibid.,p.28-29.*

it,' a characteristic Augustinian idea, which is later picked up by St. Anselm. This section ends with Evodius' saying 'but we want to know and understand what we believe."[1] The search of understanding Evodius mentioned composes the basis of the problem. John M. Rist indicates this issue saying that "the limitations of 'certain knowledge'compelled Augustine to a radical re-evaluation of the philosophical status of belief and its relation to understanding."[2]

At this point we want to attract attention to an other original aspects of Augustine. Bubacz states this originality associating it with contemporary philosophy: "Augustine's understanding of knowledge is opposite to the contemporary empirical understanding. Contemporary empirical understanding allocates knowledge to the assertions which are believed by people depending upon a robust evidence when they are true. However, basic knowledge is belief. Belief is necessary, because it's antecedent to understanding temporarily."[3] Because he dealt with these issues in a philosophical ground thoroughly, Augustine may be thought as the source of the tradition of faith looking for understanding.

In the frame of relation of belief to knowledge, one of the issues Augustine treated was priority of belief to understanding or knowledge. "'First believe, then understand' is a theme that recurs throughout Augustine's writings. 'We believed that we might know; for if we wished first to know and then to believe, we should not be able to know or to believe.' Augustine does not mean by this that we begin with faith and then go on to knowledge. He is teaching, instead, that we must believe in order to know. Faith, in a sense, is a precondition of knowing."[4]

This situation we mentioned above paragraph goes for not only spiritual themes, it goes for also the themes which are not spiritual. When he deals with these issues, Nash gives that explanation of Augustine as an argument: "Thus, although we can see bodies with our physical eyes and see our own thoughts and will by the eyes of our mind, we cannot see the minds of other people. Yet no Manichean seriously maintains that other people have no minds; he sees their physical actions and hears their words, but he takes it for granted that they have minds. This, Augustine informs him, is not sight but faith. 'Will you haply say that you see the will of another through his Works? Therefore you will see acts and hear words, but, concerning your friend's will, that which cannot be seen and heard you will believe." [5]

One of the benefits of such that kind of belief is that it also provides understanding in daily life. Augustinus states this by saying "credo ut intelligam"[6] (I believe so that I might understand). Burt, as parallel to Nash, appreciates the wordly and religious importance of the contribution of this belief: "Even on the humble level of everyday living, belief opens the door to great vistas of knowledge that we only later come to understand. A baby left to its own direct experience and purely personal interpretation of it would not progress far in accurate knowledge of reality. Probably none of us would have survived without the trust we developed in the friendly giants who were constantly telling us what was and was not good for us. And when it comes to beatifying knowledge, that knowledge that is crucial for our eternal happiness, the priority of faith is even more important. In our present condition we cannot know much about God except by believing. Once we believe in the fact of Trinity, we can then go onto try to understand what the mystery means."[7]

In fact the concept of faith may seem to indicate every time to the spiritual world, it nourishes from the material world. "Although understanding lies in the sight of Eternal, faith nourishes with milk in the cradles of temporal things. Now 'we walk by faith and not by sight'. Unless we walk by faith, we shall not be able to come to that sight which does not fail but continues through a cleansed understanding uniting us with Truth. On account of this principle one said 'If you will not believe, you shall not continue,' and another said, 'If you will not believe, you shall not understand. Therefore do not seek to understand in order that you may believe, but believe in order that you may understand."[8] Helm interprets quotation above that he gave from Augustine like that: "In these slogans sometimes the stress is placed not on the understanding as the outworking of faith, as what faith leads to, but on faith as the condition of understanding; if I want to understand, I must first believe. It is as if faith involves or posseses no understanding itself but is purely functional or instrumental. Though as we shall shortly see matters are not quite as straightforward as that. Now it is faith to believe that which you do not yet see; and the reward of this faith is to see that which you believe. Here faith is contrasted not with understanding but with sight, and the reward of faith is equated with seeing, not vision in the strict sense, but with direct or immediate knowledge of the sort that vision conveys. As we noted, one thing that Augustine has in mind is the biblical contrast between faith and sight.

[1] Gareth B. Matthews, "Knowledge and Illumination", *The Cambridge Companion to Augustine*, Cambridge 2006, p. 182.

[2] John M. Rist, *Ibid.,* p. 56.

[3] Bruce Bubacz, *St. Augustine's Theory of Knowledge, A Contemporary Analysis,* New York 1981, p. 124.

[4] R. H. Nash, *Ibid.,* p. 26.

[5] *Ibid., p.26.*

[6] Augustinus, *De Libero Arbitrio* II, 2, 6; *Epistolae* 120, 1, 3.

[7] Donald X. Burt, *Ibid.,* p. 46.

[8] Paul Helm, *Ibid.,* p. 26-27.

Faith, unlike sight, is at best indirect; or perhaps it is more accurate to say that it is less direct than sight. Understanding makes faith more direct, more like sight, than it would otherwise be."[1]

It is necessary to come up to the act of understanding and knowing after act of belief. "Because we want to understand and know what we believe in,"[2] and there are positive effects that these acts of understanding and knowing add to the belief. "The understanding does not consist simply of gaining additional evidence for the belief in order to justify it, but in understanding the grounds of belief, or the meaning of what is believed, or both, better."[3] Again, making a quotation from Augustine, Helm interprets like that this mutual dependance of belief and knowledge to each other: "'I considered the innumerable things I believed which I had not seen, events which occurred when I was not present, such as many incidents in the history of the nations, many facts concerning places and cities which I had never seen, many things accepted on the word of friends, many from physicians, many from other people. Unless we believed what we were told, we would do nothing at all in this life. Finally I realized how unmoveably sure I was about the identity of my parents from whom I came, which I could not know unless I believed what I had heard.' Augustine says that such trust of another person is not something that one could gain from experience but is itself a pre-condition of understanding and accepting much that we presently experience. How could I gain from experience the knowledge that X and Y are my parents? I need someone to tell me, since necessarily I could not, in infancy, have come to know such facts for myself, and I can not now reach back in time. The idea that one might, even in principle, get down to a bed-rock of experience each item of which one had personally verified is an illusion."[4] It seems here that Augustine affiliates understanding into the scope of philosophy of knowledge. According to Jeauneau, Augustinus formulated this situation by saying "Understand so that you might believe, believe so that you might understand."[5]

According to Jeaneau, these thoughts of Augustine, on the contrary to the false beliefs, show that reason was not leaved aside in middle age philosophy and Augustine's these thoughts affected other thinkers who came after him. "Christian belief does not deactivate reason, does not thrust aside investigation, does not destroy thinking. For this reason the best minds of middle age will keep the Augustinian advice. Ofcourse all of them didn't show the same consistency in conforming their knowledge and belief. According to this scheme, The situation of a Christian thinker takes place in movement with three times: In the point of departure there is a belief which believe without seeing anything, at the point of destination there is contemplation of a person who see but don't believe, between them is belief searching for understanding. Here, philosophy is that search. Neither church fathers nor middle age peopple had the anxiety of making seperation between these disciplines that today we make. They were going to the truth with all their sincerity and if they had make philosophy, they were doing this as blieving peoples. Except a small group, it didn't come to their mind to construct a temple of wisdom whose base did not Christian."[6]

Nash says that in connection with religious faith the priority of belief to knowledge is connected to a passage from Holy Bible. According to Nash' quotation, " For some kinds of things are those which we do not believe, save we understand them; an other kinds of things are those which we do not understand, save we believe them. For since 'faith cometh by hearing, and hearing by the Word of Christ' (Rom. 10:17), how can one believe him who preaches the faith, if he-to say nothing of other points-understands not the very tongue which he speaks? But unless, on the other hand, there were some things which we can not understand, unless we believe them first, the prophet would not say, If you will not believe, you shall not understand."[7]

According to Helm, Augustine sometimes reverses the relation of belief to understanding. Depending upon a quotation from Sermones, Helm explains this situation like this: "My opponent too… has something when he says: 'I would understand in order that I may believe. Certainly what I' am now saying, I say with the object that those may believe who do not yet believe. Nevertheless, unles they understand what I am saying, they cannot believe."[8] Here understanding is a condition of having faith. These seemingly contrdictory claims, that undersatnding follows faith and that understanding is needed for faith, can be reconciled if we bear in mind Augustine's view of faith. Faith has some cognitive content; and so a person needs to have some understanding of this content in order to have faith; otherwise how would his faith in God be distinguishable from faith in anyone else? It is this initial understanding which directs what what ought to follow; the

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[1] *Ibid.,* p. 27.

[2] Augustinus, *Sermones* 43.

[3] Paul Helm, *Ibid.,* p. 16.

[4] *Ibid.,* p. 20-21.

[5] Edoward Jeauneau, *Orta Çağ Felsefesi*, trans. Betül Çotuksöken, p. 15, 1998, İstanbul.

[6] *Ibid., p.15-16.*

[7] R. H. Nash, *Ibid.,* p. 33.

[8] *Sermones* 43.

understanding that is to follow keeps to the parameters of the basic cognitive content of faith and attempts to fill out the detail and so deepen the understanding. For the primary cognitive content of faith is limited; and so understanding gains a fuller appreciation of this content without going outside its limits.[1]

Giving one example, Helm tries to make clear Augustine's thought concerning to the relation of faith to understanding. According to Helm, "in this words Augustine makes clear that faith involves some understanding, for understanding is a necessary condition of faith, and that the understanding which faith then seeks is further understanding, building upon the primary understanding involved in the first steps of faith. Perhaps what Augustine takes to be the primary understanding of faith is not the direct comprhension of spiritual realities, but the understanding of words. What Augustine is saying is that it is necessary for anyone who believes anything first to have a form of words proposed for their belief, just as a novice joiner may believe that he needs a set-square without knowing what a set-square it. And then a fuller comprehension may follow this believing, a graeter awareness of those realities which the language of their faith denotes and connotes. To understand is thus more than comprehending the meanings of words, it is an appreciation of thoso realities which the words represent."[2]

At this point, it appears that there are two situations of faith-understanding relationship: The priority of faith/belief to understanding and the priority of understanding to faith. We should examine them in relation to each other. "Belief is a necessary means to beatification but it is not meant to be the ultimate stage in our knowing. We believe now so that someday we can come to a time and a place where we will finally and forever understand ourselves and our God. We seek now by faith; then we shall find by understanding. Then we shall know the truth of Augustine'words: Understanding is the reward of faith. Then we shall finally see what now we can only believe."[3]

Stephen Mann also signifies to that relationship. According to him, "thus we must begin by believing what we read in scripture, and then press on to undestand it. This means, most obviously, to know or understand *that it is true*; but for Augustine, much of the difficulty lies in the preliminary task of undestanding *what it means.*"[4] By saying "in the areas of immediate knowledge too, one should firstly believe before understanding,"[5] Nash enlarges the function of belief. However, "the ability to reason is a necessary condition for believing… No one can believe what he does not understand."[6] Augustine was aware of this mutual relationship of faith and understanding as far as we understand from his writings.

In *In Johannis Evangelium* he says: "We believe that we might know; for if we wished to know and the believe, we should not be able either to know or believe."[7] In *Epistolae* "but faith gives the understanding access to these things, unbelief closes the door,"[8] he says. Norman Geistler gives this quotation to exemplify this situation: "But unless, on the other hand, there were somethings which we cannot understand unless we first believe them, the prophet would not say, 'If you will not believe, you shall not understand'"[9]

These quotation from Augustine may help us best to put forth the relationship between these concept: "However I also believe all things that I understand, but I don't know all things that I believe. Because I know every tings that I understand. Although most of the things left unknowable for me, I know the benefits of belief."[10] "In this situation we are indebted to reason what we understand, what we believe in to authority and on what we have estimation to mistake."[11]

Afterword

In the beginning we stated that the relations of these conceps in question depend upon the limited structure of reason. As far as we can understand, Augustine paid attention to this situation and he opposed to all kinds of irrationality. That he makes emphasis on the funstions of belief and priority of belief in some situations does not mean that he is an irrationalist. From the point of relation of belief to knowledge, Burt explains this situation like that: "It was impossible for

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[1] Paul Helm, *Ibid.,* p. 27-28.

[2] *Ibid.,* p. 28

[3] Donald X. Burt, *Ibid.,* p. 46.

[4] Stephen Menn, *Ibid.,* p. 193.

[5] R. H. Nash, *Ibid.,* p. 29.

[6] *Ibid.,* p. 30.

[7] Augustinus, *In Johannis Evangelium* XXVII, 9*.*

[8] Epistolae 137, 4.

[9] Norman Geisler, What Augustine Says, p. 16. Oregon, 1982.

[10] Augustinus, *De Magistro* XI.

[11] Augustinus, *De Utilitate Credendi* XXV.

Augustine to be either a pure fideist because he was convinced that understanding and belief were intertwined, each depending on the other. If we were not beings of reason with a hunger to know, we could not come to belief. Recognition of the need to believe rests on reason's awareness of its own limits. Recognition of possibility of belief rests on reason's acceptance of the proposed truth as at least believable. Finally, for belief to be truly well-founded there must be some rational analysis of the credentials of the authority on which the belief is based. In all of these ways reason seems to have priority over faith and justifies the truth of Augustine's assertion that: *Intelligo ut credam* (I understand so that I might believe)."[1]

However the act of beliving provides some advantages to believer that unbelievers cannot have any time. Belief provide for believer entrance ticket to enter into some areas. "He who does not believe will not understand. For he who does not believe will not experience, and he who has not had experience will not know. For the knowledge of the one who experiences is superior to the knowledge of the one who hears, to the same degreee that experience of a thing is superior to hearing about it."[2]

On the other hand faith is not an act realised blindly. "Faith is assent to a proposition in virtue of its having been put forward by an authority one has accepted on rational grounds, so that the understanding which faith then seeks is of a piece with the primary understanding which is required to make the propositions initial act of faith credible. Understanding is assent to a proposition in virtue of its having been clarified or supported (or both) by one's reason on the basis of analysis and argument. Such clarification would involve, for example, the removal of ambiguities which make for misunderstanding, the drawing out of logical implications of the proposition of faith, and the rebutting of *prima facie* reasonable objections to the meaningfulness or the truth of such propositions."[3] Besides, "what the gaining of understanding provides, insofar as it is achievig, is an increasigly informed acquaintance with the one who is, initially, trusted in faith, and so a richer experience. Here the dominant contrast is between faith and vision, or faith and sight; between the gradual replacement of what is indirect with what is direct as when, having had a letter from someone, I then meet them and make their acquaintance directly and more fully. One might even say that the personal trust of faith provides the one who trusts with a minimal direct acquaintance, as the one who receives a personal letter is minimally directly acquainted with the sender, in friendship, a person may come to know his friend better and better."[4]

If we think so, knowledge and faith will not contradict to each other. "Knowlede, even the incomplete knowledge of this life, is not incompatible with faith, because faith for Augustine is not primarily belief, but it is primarily reliance upon what is known; it is the act of relying on what is known, as distinct from is trusting and departing from what is known. It is the role of faith to renew this natura for innate knowledge of God. What reason gives is a clarification and intensification of a persons own natural and direct (non-inferential) knowledge of God. Faith is thus at least partly a moral agency; through it the perversity of the will is progressively removed, a perversity which until it is fully removed blocs further knowledge. As it is removed, the knowledge progresses through love of object of faith and increased acquainted with it, in a sort of reciprocal, upward spiral."[5]

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[1] Donald X. Burt, *Ibid.,* p. 46.

[2] Paul Helm, *Ibid., p.*40.

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[4] *Ibid.,* p. 10.

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European perspective of the phenomenon of human trafficking and its transboundary nature

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Abstract

The topic "Trafficking of human beings" as subject to advanced studies has been chosen due to a growing interest linked with the phenomenon in question. The study introduces a legal-criminal overview of the criminal activity consisted of the recruitment, transport, transfer or reception of persons by means of force or forms of fraud for exploitation purposes. Human trafficking represents a threat for the security of member states. The trend to penetrate to all spheres of the society has obliged the European states to draft a new directive reflecting the growing concern about the phenomenon in question, by respecting human rights in accordance with the legal framework under the United Nations, International Labor Organization (ILO), Council of Europe etc. The new European priorities aim at victims' identification, their protection and prevention of the phenomenon and more intense criminal prosecution of traffickers. With the view of fully developing this topic, the outline consists of four chapters preceded by a historical background of human trafficking. Special importance in this study, specifically in the second chapter, is attached to the assistance and protection of the victims of human trafficking. It is crucial that these victims exercise their rights effectively. Therefore, the European directives foresee assistance and support before, after and during the criminal proceeding. The third chapter refers to the relevant legal mechanisms in this field assuring the victims of trafficking legal defense, the right to information and their social, psychological and physical recovery. One of the "key" legal instruments is the Palermo Convention, which gives for the first time a detailed definition of the term of trafficking and smuggling and makes the differences between them. All legal instruments converge to one point: the consent of the human trafficking victim is not important when it is used any of the means of force, threat, coercion or fraud. Finally, apart from the conclusions of the present study, distinguished practical cases are introduced, as well as statistical data and difficulties encountered during the criminal process.

Keywords: victims of trafficking, sexual exploitation, Palermo Convention, EU Directive and the right to information.

Introduction

Trafficking in human beings is a very dangerous form of criminality in the modern society, which during the last decades has marked a growing increase and exhibited a number of serious consequences for human beings and the society. This criminal trend is displayed in different countries. In particular, it has been and continues to be present in those states which are involved with radical political, social, economic, cultural and other related changes. It is worth mentioning the states of the former socialist block, countries of Eastern Europe and Balkan countries. This is also demonstrated by the numerous researches and studies conducted in these states and regions and in other countries of the world, which fairly witness that trafficking of human beings, in particular of females for the purpose of prostitution, usually becomes prevalent during the socio-economic turmoil and riots, situations caused after major political transformations, during political turmoil, civil wars, local wars, recessions and major economic crises etc..[1] These situations are masterfully used by the organized crime coordinators. Typically, the victims are young women of different age groups, educational, cultural and social level etc.

The history of modern slavery is a recent phenomenon emerged due to the economic globalization. Increase of organized crime in countries characterized by socio-political instability during these twenty years has also led to the unlimited demand for supply with modern slaves.

Trafficking in human beings, particularly of females and children, is a serious and regular violation of many human rights guaranteed by the international conventions and national laws. In the first place it violates the person's freedom and security and his right to life, and infringes a number of other freedoms and human rights. This form of organized crime exposes women and young girls in particular, to a number of violations of human rights and freedoms. Most of them are deprived of the freedom of movement and are practically imprisoned, becoming slaves, working in bars and cafes during the day and offering sexual services to a large number of clients. Even if they escaped from the trafficker, in many cases the victims of

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[1] Dr.Rexhep Gashi " Trafficking in human beings in Kosovo during the post-war period"

trafficking were violated their rights by the state bodies as some of the denouncers may be arrested and imprisoned for prostitution or violation of the immigration laws, thus being deprived of fundamental human rights.

Meanwhile, those that are accepted as victims of trafficking are often denied the right of compensation and indemnification and few of them enjoy adequate protection. Considering that trafficking in human beings is a very dangerous criminal phenomenon in the modern society with a series of long-term consequences for the individual and society in general, it is provided for as a criminal offence in the criminal legislations of the modern society countries and as such, they are also foreseen in a number of well-known international acts and conventions.

The study and investigation of this criminal phenomenon is of scientific and social interest as trafficking of human beings is a serious form of criminality which causes serious and regular violations of many human rights and freedoms.

Definition and characteristics of trafficking in human beings.

Trafficking in human beings is a profitable crime based on the principles of demand and supply. This dangerous criminal phenomenon exhibits some specific phenomenological and victimological characteristics which are of interest for the purposes of study and analysis. Identification, study and analysis of these characteristics largely encourage the process of successful combat and prevention of this criminal phenomenon.[1] Some of the main factors leading to the supply of victims in the countries of origin are classified as pushing and pulling factors, where both factors are criminally used by the international criminal gangs.

Some of the pushing factors include poverty as a result of unemployment and in many cases the lack of education. As mentioned above, trafficking is a characteristic of the countries that are experiencing or have stepped out of the social transition. Life in disruptive families, domestic violence and gender discrimination accompany the long road of post-transition state recovery but are also the main factors influencing the growth of sexual exploitation.

Lack of alternatives in the social circle makes the victim vulnerable to criminal demands.

One of the main factors making an individual subject to exploitation is the hope for employment and financial remuneration, improved social position, manufacturing work demand for women and demand for a low paid work for men and women. The daily European life is perceived by these victims as "European magic", thus making the victims be unconditionally subject to exploitation.

Trafficking in human beings as a dangerous criminal phenomenon is provided for in a number of international conventions and other international acts. These international acts are basically approved by various international organizations and are linked with the definition of trafficking in human beings, its prevention and combat, treatment of the victims of trafficking, cooperation between states and many other relevant cases of that area.

According to article 3 of the UN Protocol on prevention, suppression and punishment of the trafficking of human beings, especially of women and children", trafficking means the recruitment, transport, transfer, hiding or reception of persons by means of threat, use of force and other means of coercion, fraud, forceful, deceitful acquisition or abuse of power or of vulnerable position or receipt or granting payments or benefits to obtain the consent of someone controlling another person for the purpose of exploitation.

Exploitation includes at least the exploitation for prostitution of others or other forms of sexual exploitation, labor or compulsory services, slavery or similar practices to slavery, removal of organs or robbery.[2]

The purpose of the UN Protocol is :

Prevention and fight against trafficking of human beings;

Protection and assistance to victims;

Respect of victims' rights;

Prevention, investigation and prosecution;

Promotion of cooperation;

While the legal framework of the UN in the field of trafficking appears exhausted between UN Convention on transnational organized crime (signed in Palermo in 2000), additional Protocol on combating against trafficking human beings (in 2003), additional Protocol against the Smuggling of Human Beings (2003), Statute of the International Criminal Court (1998), Court

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[1] www.antislavery.org

[2] www.unodc.org

Statute (International Criminal Court for the former Yugoslavia (ICTY) and the International Criminal Tribunal for Ruanda (ICTR).

Pretty good efforts are made by European legislation for preventing and combating criminal phenomenon in trafficking persons. Such appears the Schengen agreement (1990), Article 2 of the Europol Convention (26.07.1995), the Treaty of Amsterdam (1997), Charter of Fundamental Rights of the EU (Nice 2000), the decision of Eurojust (28.02.2002), framework decision on the standing of victim (European Council 2001), 2002/629/GAI Framework Decision on combating against trafficking human beings (19 July 2002), framework decision on the European arrest warrant (13.06.2002), Brussels Declaration on Preventing and Combating Trafficking Human Beings (8 June 2003), framework decision on combating the sexual exploitation of children (22.12.2003) also the new Directive of 5 April 2001 2011/36/EU replacing Framework Decision 2002/629/GAI1.

1.2 General characteristics of the Palermo Protocol.

The Protocol over the Prevention, Suppression and Punishment of Trafficking humans, in particular women and children, Supplementing the United Nations Convention against Transnational Organized Crime2 is one of the international legal acts of great importance in the field of preventing and combating trafficking of humans, in particular women and children. This protocol supplements the United Nations Convention against Transnational Organized Crime and is interpreted together with the Convention. The aims of this protocol are: a) to prevent and combat international trafficking of persons, paying attention to women and children; b) protect and assist victims of trafficking, while respecting their human rights; c) to promote and facilitate cooperation among States Parties in order to realize these objectives3. According to this protocol a) "Trafficking of persons" shall mean the recruitment, transportation, transfer, harboring or receipt of persons through the threat or use of force or other forms of coercion, fraud, takeover, devising or abuse of power or of a position of vulnerability or of the giving or receiving payments or benefits to achieve the consent of a person who controls another person, for the purpose of exploitation.

Exploitation shall include, at a minimum, the exploitation of the prostitution of the others or other forms of sexual exploitation, labor or services, slavery or practices similar to slavery, servitude or the removal of organs; b) the consent of a victim of trafficking for deliberate exploitation mentioned in subparagraph (a) of this article shall be irrelevant if are used the tools provided in subparagraph (a); c) The recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation shall be considered "trafficking of persons" even if in it will not be included the remedies provided in subparagraph (a) of this section. d) "Child" means any person under 18 years old 4.

This protocol contains provisions that refer to the protection of victims of trafficking; Prevention, cooperation and other measures and final provisions. It includes provisions relating to assistance for the protection of victims to trafficking of persons, the statute of the victim of trafficking, repatriation of victims of trafficking, prevention to trafficking of persons, exchanges of information and training on signatory states, border measures, security and control of documents etc.

It should be noted that most states have ratified this protocol and have also harmonized their legislation based on the provisions of this Protocol.

In the summary is said that the Palermo convention is important because for the first time provides a detailed and full definition of trafficking and smuggling as well as a clear distinction between them. This protocol applies to all people, particularly against women and children here are provided tools to strengthen law enforcement and strengthening border control. Primary goal is the capture and prosecution of traffickers but at the same time the protection of the victim. Help from the victim is crucial for this purpose was law enforcement as it is the victim itself that provides the necessary evidence to successfully prosecute traffickers.

2. Protection to victims of trafficking and legal instruments for this purpose.

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1 www.unodc.org

2 Protocol to prevent, suppress and punish trafficking in persons, especially women and children", adopted in Palermo Italy by the UN in 200 and entered into force on 25 December 2003.

3 Article 2 of the Protocol to Prevent, Suppress and Punish Trafficking in persons, in particular women and children, supplementing the United Nations Convention against Transnational Organized Crime.

4 See Article 3 of the Protocol to Prevent, Suppress and Punish persons supplementing the United Nations Convention

Trafficking is considered as criminal evolution of slavery and as it was said above the victims are the key to the investigation and successful prosecution of traffickers. In Article 6 of the Convention against Organized Crime, a special attention is dedicated to "Assistance and protection of victims".

In this manner is urgently required to be protected the privacy and identity in cases where this is possible. The victim must be informed in real time and without hesitation about the condition of proceeding. Life insurance is being guaranteed to the victims since state authorities are informed about the fact of exploitation.

A fundamental right of trafficking victims relates to the right to compensation. This right is known according to the international legislation through views of some international standards concerning the fight against trafficking, the rights of victims of crime, immigrants' rights, Workers' rights and the rights of victims of violence due to gender. The conclusion is that the right to compensation mainly consists of the right to seek for compensation from the trafficker / exploiter and, in cases of violent crimes the right to compensation from state funds. These standards have developed the principal that profits made by traffickers through their exploitative activities, must be used in favor of trafficked persons individually or collectively[1].

Even though, in some cases there have been successful law suits against traffickers / exploiters, those have been limited to cases where the trafficker or exploiter has been prosecuted and convicted, or is located and against him is filed civil suit. The civil lawsuit may be raised within the criminal process in all analyzed countries, except the United Kingdom. The measure of damage compensation awarded through such lawsuits is assessed in different ways in different countries. The civil lawsuit can be even raised outside criminal proceeding, for example, where there is no criminal process. The U.S. is the only country where the demand for victim compensation (in the U.S. is known as 'restitution', a kind of 'restitution') is automatically part of the criminal process in trafficking cases[2].

In particular focus from international legislations is set children and women's rights. The States Parties shall adopt appropriate measures for the prevention of trafficking phenomenon, and in particular for the protection from re-victimization. The focus on women and children is based on three factors:

These two groups are considered vulnerable groups;

 Statistical data reinforce the need to focus on these groups;

Trafficking is often related to sexual exploitation, regardless of other known forms of trafficking and "Target" group are children and women.

It should be accepted that given the reported figures, trafficking of females and children is a major problem but the most striking focus on trafficking women against men, is related to assumptions against gender and in particular with the vulnerability of females. This makes that many immigrant women are seen as trafficked and men are seen as irregular immigrants [3].

Human rights are a concern not only for the arrival of the trafficked person but, also for possible tortures that this person undergoes during transport. Cases of inhuman tortures and humiliating treatment are common during transport. The statistical data have reported that physical and verbal violence is exercised by traffickers and smugglers[4].

Palermo Convention pays a special importance to human rights, specifically in its Article 6 is stipulated that: States should take in consideration the physical, psychological and social recovery of the traffic victims. In particular legal measures should be taken to: A) adequate housing; B) advice and information concerning their legal rights; C) medical, psychological and material help; D) employment, education and training opportunities.

The High Commissioner of the United Nations for Human Rights has processed recommended principles and guidelines on Human Rights and Human Trafficking, which provide an important guiding framework for criminalizing trafficking of persons and the development of a legislative framework.

Palermo Convention is not the only "bible" that preaches the protection of women and children's rights. The legal framework in this area appears complete but not exhaustive. With importance in this field is presented:

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1 See Article 3 of the Protocol to Prevent, Suppress and Punish persons supplementing the United Nations Convention.

2 Zimmerman C, 2007 "Trafficking of human beings".

3 Iom " Direct assistance to victims of trafficking", 2007.

4 Terres des hommes "Child protection unit- A New Reality for child protection".

The Convention on the elimination of all forms of discrimination against Women[1];

Hague Convention on the civil aspects of International kidnapping;

Convention on Children's rights[2];

Hague Convention on children's protection and the collaboration about abroad adoptions (1993);

UNHCR Guidelines on unaccompanied children, on unaccompanied children seeking asylum;

ILO Convention concerning the prohibition and immediate measures to eliminate severe forms of labor[3];

Palermo Protocol to prevent, suppress and punishment of human trafficking, especially to women and children (2000)[4];

2.1 The new European perspective.

The new EU directive on trafficking human beings is a very substantial document, comparing to the previous document. This directive reflects "increasing concerns of member states in connection with the development of the phenomenon of trafficking human beings ". It reflects an integrated approach, holistic of humans rights in relation to the issue built upon pre-existing legal frameworks provided from UN, International Labor Organization (ILO), Council of Europe and the Charter of Fundamental Rights of the EU. Regarding the EU's strategy towards eradicating human trafficking, for 2012 – 2016 [5] in June by the European Union it is summarized in five prioritiesapproach

Identification, protection and assistance to victims of trafficking;

Accelerating the prevention in trafficking persons;

Efficient growth of criminal prosecution toward traffickers;

Increased coordination and cooperation between stakeholders and policy coherence;

Effective response to new concerns related to forms of human trafficking;

Under Directive 36/2011 of the EU, vulnerable position refers to the lack of an acceptable alternative except being subjected to abuse. In the concept of exploitation is included exploitation, for prostitution, forced labor or services including begging, slavery, servitude, and exploitation of criminal activity or the removal of organs. Also according to this directive, the consent of the victim of human trafficking is not important when any of the means of force, intimidation, coercion and fraud is being used.

A special protection in this directive is dedicated to the child and cases where the exploitation object is the child. This constitutes a punishable offense of human beings trafficking, despite not being included to any of the means set forth in the definition of persons trafficking.

3. Definition of smuggling, its elements and the distinction between persons' trafficking and smuggling of immigrants.

Smuggling of immigrants, means allowing to obtain, directly or indirectly a financial benefit or another property benefit from illegal entry of a person in a State Party of which the person is not a citizen or permanent resident.

This definition[6] includes three base elements: Action (through the boarder of another country), means (allowing illegal entry) and the purpose (material or financial benefit)

Smuggling of persons often is undertaken in dangerous or degrading conditions, involves immigrants who have consented to illegal passing. Trafficking victims, on the other side have not consented or even if they initially gave consent, this consent is meaningless from repressive actions, fraudulent or abusive of traffickers.

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[1] Zimmerman C & C Watts (2006 " Stolen smiles, health, physical and psychological consequences of women and adolescent,   trafficked in Europe London UK; London School of Hygiene and Tropical Medicine.

[2] CRC 1989.

[3] ILO Convention, No. 182, 1999

[4] This protocol supplements the UN Convention against Transnational Organized Crime, 2000

[5] Directive 2011/36 of the EU and the Council of 5 April 2001 on preventing and combating trafficking in human beings and protecting its victims.

[6] Protocol on smuggling of migrants.

Smuggling of immigrants ends with the arrival of immigrants in the destination, while trafficking involves continuous exploitation of the victims, in such a way to generate profits for traffickers[1].

Smuggling of immigrants is always with international character. The same cannot be done for the phenomenon of trafficking, not always this phenomenon has international character as trafficking can be performed regardless of whether the victims are from another country or are just being sent from one place to another within the same country.

Trafficking in Persons Protocol creates a category of victims are called victims of human trafficking. Immigrants who cross the border illegally are not victims but subjects to cross smuggling. But however this does not exclude the fact that immigrants may be victims of other crimes during illegal border crossing

Direct purpose of smuggling of immigrants is financial or material benefit. Direct purpose of trafficking in persons is exploitation. This use generates material or financial benefit for traffickers.

So the difference between smuggling of persons and their trafficking stands in consent, exploitation, international character, victims and sources of profitability.

4. Difficulties encountered in the criminal process.

Trial Chamber of the Tribunal admitted about the trafficking of women in time of war that slavery can happen even when victims still enjoy de jure condendo a certain freedom of movement but, the situation in which they find themselves leaves them with no real choice between the alternative of escaping and that to perform an independent life[2] . Even though, this decision is taken at a time of war, this Court has jurisdiction over crimes against humanity only if they have occurred during wartime in the territory of former Yugoslavia. View expressed by the Court on slavery should serve as a precedent for similar cases occurring in peacetime.

If it is thought that slavery is characteristic feature of human trafficking, it should also be taught to the idea that at least its worst forms, trafficking must qualify as a crime against humanity.

Before starting the interview trafficking victims are informed orally and in written form over their rights and responsibilities that he/she has, in case that he decides to offer a secret information[3] over crime and responsible authors without being shown as witness. Also it must be informed of rights and duties in cases when his testimony is necessary. Trafficking victims are informed of their rights, compensation opportunities, and personal safety for themselves and their families, maintaining the secrecy of his location and dealing with the trafficker when needed. and confrontation with the trafficker when needed and agree to all these rights and obligations for a more efficient exercise of criminal prosecution.

Initially all trafficking victims unconditionally agree to give their contribution, in most cases, at a later time, victims lack the relationship of economic or emotional dependency by their traffickers. They begin to show their location and all data of dilation. Thus in this way traffickers re-victimize these victims, by tempting and showing "remorse" and all criminal proceedings collapses like a castle of sand. So the testimony of the victim plays a decisive role in the criminal process[4].

4.1 CONCLUSIONS

According to statistical data[5], it is clear that this dangerous form of criminality was present significantly in countries that have undergone major political and social changes in the political post- transition 1990.

The trend is growing, starting from quantitative data. Constantly are being perfected the used techniques. Already in rare cases is found that trafficking of persons to be realized through force, in most cases this form of criminality is enabled through fraud for a better life, a significant income for the victim it self and for its family members. Regardless of the victim's consent is not conditio sine qua non, for initiation of criminal proceedings, the entire criminal process depends on the victim's testimony. In most cases, this evidence is subject to substantial changes which "undermine" the process of investigation and trial. Criminal codes of developing countries, in accordance with international legal acts, this offense

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1 Minimum standards for the care of victims of trafficking in Kosovo, Pristina, 2010.

2 urisprudence of the Court for war crimes in Yugoslavia ICTY (Kuranac issue and others).

3 Standard guidance on operational procedures for the implementation of transnational referral mechanism on victims of trafficking, Tirana, October 2009

4 Surtes, Rebecca (2007) "Listening to the victims, the experiences of identification, return and assistance in South-Eastern Europe,

5Taken from the database of Police and prosecution office in South Eastern Europe.

provided through highly detailed description of the objective side and its subjective side. The legal framework exists and is exhaustive but it lacks the full will of law enforcement authorities.

Despite efforts to coordinate the efforts of the prosecution-police-court, necessarily arises to create a task force that would improve the fight against trafficking. In particular to the mental health of the victim should be paid primary attention between centers administered by the state. Despite the identification of the victims of trafficking only a small number of authors are criminally prosecuted. Victims should be informed immediately of their rights,

In particular the right to compensation. The rights of victims also become perceptible from the latter when assisted by legal advisers. Continuous staff training and law enforcement bodies and education in schools, in the risky countries to the phenomenon of trafficking would prevent these criminal phenomena and to make aware the victims that is never too late to deal with the trafficker. Legal amendments should be carried out regarding the re-integration of the victim; these improvements should include psychological counseling, the continuous medical assistance, work programs that generate revenue, financial support for housing (when the victim does not return home) as well as education and professional training.

The Criminal process can not focus on the good will of the victims. In particular I refer to the perfection of means of testing research. Experience has shown that the use of advanced communication techniques and social networks make almost impossible the interception of telematics-electronic communications. Because the techniques used by traffickers are using modernized social networks, by using social networks, I recommend the collection of evidence between advanced techniques. For this purpose should be revised criminal codes and criminal procedure codes for countries with high-risk.

Despite disproportion reference contained in the report by police and conviction of traffickers, victims of trafficking categorically should not be punished for the crime of prostitution. One victim is such, despite the evidence that has to prove the guilt of the author responsible for its trafficking.

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Grammatical mistakes of Albanian students in learning English as a foreign language

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Abstract

Mistakes are an unavoidable part of the foreign language learning and teaching. This paper concentrates on the common grammatical mistakes made by Albanian students during the EFL learning process and their sources with the purpose of considering them in teaching the English grammar effectively. Being aware of such mistakes in teaching and learning English grammar for communicative purpose may help the teacher in choosing the right teaching option that would pose fewer difficulties and problems to their learners and therefore, enhance students' learning of English grammar.The background of this study consists in some important clarifications regarding the terminology (errors, mistakes), typology and causes of mistakes. The terms error and mistake in this study are used synonymously, referring to the production of inaccurate forms in learners' language output. It is noted that many of the mistakes are caused by the influence the learners' native language. Some of the most common mistakes of Albanian learners are: verb agreement, tense use, question and negative forms, verb patterns, elliptic structures, articles and prepositions. Many of them have been identified by other foreign researchers. The errors have been gathered form a corpus of written texts produced by 40 students of the first course studying English as a foreign language at the English Department, Faculty of Education, "Fan S. Noli" University in Korca, in the academic year 2013-2014. The model of correct usage employed in this paper is standard British English. The paper concludes with a discussion of what appears to be the most important issues arising from the survey.

Key words: Grammatical Mistake, Error, Cause, Type, Native Language Interference.

Introduction

This paper stems from Kennedy's statement: "…learners typically make errors or have learning difficulties that are characteristic of their particular language background" (Kennedy, 2003, p. 4). Naturally, the following questions arose: What learning difficulties do Albanian learners of English (as a foreign language) have with regard to grammar? Are there any typical errors, besides those that are found in common among learners from many different language backgrounds?

Based on my fifteen-year experience as a teacher of English (as a foreign language), many linguistic aspects (as phonetic, lexical and grammatical) are often found difficult to be internalized though they are often reviewed and practiced in English classes, such as verb use (including tense, aspect, non –finite verb forms, phrasal verbs), and prepositions; these linguistic aspects are identified as common mistakes of learners from other different language backgrounds. As Kennedy stated "experienced teachers of English have found that learners from many different language backgrounds have certain problems in common". According to Kennedy, the most difficult linguistic aspects to learn how to use are: articles and other determiners, prepositions, verb use (including tenses, modal verbs, participles, infinitives and phrasal verbs), subordinate clauses, verb complements and ellipsis.

This study attempts to draw on the common grammatical mistakes or errors made by learners of English as a foreign language at 'Fan Noli' University, Faculty of Philology and Education, English Department. The results of this study may have a positive advantage particularly for foreign language teachers in improving grammar teaching in classroom-based settings and generally for other researchers in further studies on the matter.

Literature review

The definition of errors and mistakes

The term "error" has been differently defined over the years. As Pawlak (2012) noted, specialists have not reached an agreement on a satisfactory definition of this term, adopted as a point of reference in the analyses of learners' inaccurate production (p. 3). Let us see some of the definitions. Lennon (1991) defined an error with a reference to the native speaker norm by describing it as "[a] linguistic form or a combination of forms, which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts" (p. 182). But this definition is not seen satisfactory since, as Pawlak (2012) mentioned, there are different varieties of the target

language (such as British and American English) and "… the definition of an error should be modified to some extent so that it will be more reflective of classroom reality" (p. 4).

Referring to Ridha (2012), Norrish (1987) and Cunningworth (1987) also considered target language norms in defining errors respectively as "a systematic deviation, when learner has not learnt something and consistently gets its wrong" (p. 7) and "systematic deviations from the norms of the language being learned" (p. 87), but differently from Lennon, they considered errors as repeated deviations.

Other researchers, when talking about errors, draw distinction between errors and mistakes. According to Corder, "a mistake is a problem not of knowing but of application" (Tafani, 2009). Corder has identified errors as "deviant forms which cannot be self-corrected because the learner is not familiar with the rule", while mistakes as "performance errors that can be repaired by learners themselves when incorrect forms are pointed out to them by the teacher or a more proficient language user" (cited in Pawlak 2012, p.122).

James (1998:83) also tried to differentiate between them. He defined errors as "cannot be self corrected" whereas mistakes as "can be self corrected if the deviation is pointed out to the speaker".

Similarly, Richards and Schmidt (2002), in Dictionary of Language Teaching and Applied Linguistics, distinguished errors from mistakes with a reference to linguistic knowledge and performance by defining an error as "the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning", whereas "a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Thus, mistakes can be self-corrected when attention is called" (p. 184).

Moreover, Ellis (2008) differentiated between errors and mistakes: the former are thought to be characteristic of non-native speakers and result from the lack of knowledge, the latter concern performance and be "regular features of native-speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations and lack of automaticity" (p. 48).

Differently from the above researchers, Pawlak (2012) treated the terms error and mistake as synonymous in his study, referring to the production of inaccurate forms in learners' oral and written output. For Pawlak, such a distinction is of minor importance in front of other issues related to errors and mistakes such as the decision to or not to correct mistakes, the moment and the proper strategies needed to treat an incorrect linguistic form. Thus, supporting Pawlak, in this study, the terms error and mistake are going to be used synonymously referring to the production of inaccurate forms in learners' oral and written output.

Sources of Errors

Error analysis (EA) is an approach to understanding second language acquisition which consists of compiling a corpus of L2 learner deviations from the target second language norms the 'errors' learners make. It has contributed to classifying these errors by type and hypothesizing possible sources for the errors (Johnson & Johnson, 1999).

Categorization of errors relating to their source, like error definition, has been controversial. At the beginning of EA, it was believed that all the errors can be attributed to interference. But further research has identified other sources of incorrect linguistic production.

Richards (1971) distinguished three causes of psycholinguistic errors: interference errors, attributed to the influence of one's native language, intra-lingual errors, resulting from ignorance or inaccurate application of rules, and developmental errors, attributable to the inconsistencies of the developing system.

Ellis (2008) related the types of errors to learners' level and type of the activities:

beginners and elementary learners commit more transfer errors and fewer intra-lingual ones; advanced learners produce more intra-lingual and fewer transfer errors;

translation exercises tend to generate more transfer errors than other types of exercise (p. 55).

Brown (2000) identified:

inter-lingual (across two or more languages) errors resulting from transfer from the native language to other languages. Transfer is categorized of two kinds: positive (the case when the transfer may prove to be justified because the structure of the two languages is similar) and negative (when it may prove unjustified because the structure of the two languages are different);

intra-lingual (developmental) (within one language) errors resulting from faulty or partial learning of the target language rather than language transfer. Such errors include: overgeneralization (resulting from extension of target language rules to inappropriate contexts), simplification (resulting from producing simpler linguistic rules than those found in target language), communication-based (resulting from strategies of communication), induced errors (resulting from the way in which a linguistic item has been practiced or presented), avoidance (resulting from failure to use certain target language structures because of being thought to be too difficult) and errors of overproduction (resulting from too frequently use of structures) (Johnson & Johnson, 1999; Richards & Schmidt, 2002, p. 185);

context of learning including the teacher (because of his misleading explanation/ incorrect information), the textbook (faulty presentation).

Broughton and his colleagues (1980), also, in addition to errors from learning process and mother tongue interference, listed poor teaching materials, inappropriate use of materials and faulty teaching as the main reasons for errors (p. 137).

However, as the aim of teaching and learning a foreign language is communication, it is important to view errors and mistakes as "evidence of the learner's willingness to communicate, despite risks" (Council of Europe, 2001, p. 155). As Edge stated "… people may say things that they know are not correct, because this is still their best chance of getting their message across". Such learners though have not internalized certain structures yet, continue their communication in English.

Types of errors

Errors have been classified in different ways. Corder (1971, cited in Brown, 2000) classified errors in terms of the differences between the learners' utterance and the reconstructed version in the target language. Referring to his model, Brown made a distinction between overt and covert errors: "Overtly erroneous utterances are unquestionably ungrammatical at the sentence level. Covertly erroneous utterances are grammatically well-formed at the sentence level but are not interpretable within the context of communication" (p. 220).

Brown has also noted other different categories for describing errors, as following:

Very generalized categories: errors of addition (I do can sing), omission (I am student), substitution (do a promise) and ordering (To whom does this belong?);

Levels of the language: phonology, orthography, lexicon, grammar and discourse errors. Richards and Schmidt (2002) identified discourse errors as errors resulting from misunderstanding of a speaker's intention or meaning (interpretive error) and those resulting from production of the wrong communicative effect (pragmatic error), (p. 184).

Degree of violation of the sentence: global and local errors (referring to Burt and Kiparsky, 1972); the first prevent the receiver of the language form comprehending the message as they affect overall sentence organization (English language use many people); the latter refers to errors that do not prevent the receiver of the message to understand it as they affect only one element in a sentence (He speak English).

Richards (1971) compiled a corpus of English errors produced by speakers from eleven different language backgrounds and classified them by their linguistic type, as errors:

- in the production of the verb group (He was died last year);
- in the distribution of verb groups (I am having my hair cut on Thursdays);
- in the use of prepositions (entered in the room);
- in the use of articles (She goes to bazaar every day);
- in the use of questions (Why this man is cold?);
- of a dustbin category of miscellaneous errors (I am very lazy to stay at home; this is not fit to drink it) (Johnson & Johnson, 1999, p.111).

Other researchers have identified the items that learners of English find difficult. Referring to Kennedy (2003, p. 3-4), Close (1962) listed the following as particularly difficult aspects of grammar for learners of English: when to use or omit the or a; whether to say I write or I am writing, have written or wrote, wrote or had written; how to use have been writing and had been writing; how to use could, would, should, might, must; whether to use the infinitive or the form of the verb ending in –

ing; which preposition to use after a verb or before a noun; whether to use some or any, each or every; where to put adverbs in a sentence; whether to use say or tell, do or make.

Barry Taylor (1975, cited in Brown 225-6) identified nine types of different of intra-lingual errors commonly encountered in English learners from different native language backgrounds: past tense form of verb following a modal, present tense –s on a verb following a modal, -ing on a verb following a modal, are following will, past tense form of verb following do, present tense –s on a verb following do, -ing on a verb following do, past tense form of a verb following be, present tense –s on a verb following be.

Richards (1971) identified the typical intra-lingual errors in the use of articles: omission of 'the', 'the' used instead of zero article, 'a' used instead of 'the', 'a' used instead of zero article, omission of 'a'.

Ridha (2012) identified the following grammatical aspects that Arabic learners of English find difficult in writing: verb use (tense, aspect, voice, articles, singular/plural nouns, pronouns and prepositions.

As it is seen, learners from many different language backgrounds have certain problems in common, which are mainly related to the grammatical aspect.

Method of the Study

The aim of this study is to examine the errors of Albanian university students of EFL and to analyze the sources of these errors.

The data used for this research has derived from the written production of 40 students of the first course studying English as a foreign language at the English Department, Faculty of Education, "Fan S. Noli" University in Korca, in the academic year 2013-2014. These students studied grammar in morphology course and syntax one; each of them consisted of 75 classes, mainly concerned with the study of basic concepts in grammar and the standard grammatical description of the language including the structure of words, phrases, clauses and sentences. The data came from six pieces of writing that the students were requested to write on at their time during one month period, at the end of the grammar course, for evaluation purpose. Their topics are appended at the end of the paper.

The model of correct usage employed in this paper is standard British English.

Findings and discussion

Albanian students did different grammatical errors. Most of them are errors identified by researchers of other language backgrounds (as discussed above). The grammatical errors (analyzed at both word and sentence levels) and their reasons are described in the following lines.

Starting with the verb use, it is noticeable the use of incorrect negative or interrogative sentences, especially in the simple present and simple past tenses because there is no equivalent of auxiliaries (do, does and did) in Albanian (example: 'I not stay / stayed late' instead of 'I don't/didn't stay late; 'How I look?' instead of 'How do I look'?)

Furthermore, omission of the verb 'to be' in the continuous form of a verb (present continuous, past continuous, present perfect continuous, past perfect continuous or future continuous) is sometimes identified (example: 'I talking to him' instead of 'I am / was talking to him'). It is 'sometimes' because students have mainly made use of common (simple) aspect than continuous one; the reason is that simple aspect in Albanian covers the meaning of English simple and continuous aspect. These errors are of negative transfer because there is no equivalent form between English continuous and perfect aspect forms and Albanian ones.

Different tense forms of the verb are misused in different kinds of sentences especially in indicative and conditional ones. For example: a) 'When I will see him …', b) 'If I will see him…', instead of 'When I see him….', 'If I see him…'. In these examples, influenced by Albanian, learners use the modal auxiliary verb 'will' with a reference to the particle 'të' or 'do të' in Albanian subjunctive or conditional mood (a)' …. të shikoj atë …', b)'…do të takoj …'.

Other forms of the verb are also confusing to the learners:

past tense and participle forms of irregular verbs. For example: 'teached' instead of 'taught', 'have drank' instead of 'have drunk' - this is the case of overgeneralization (extension of target language rules to inappropriate contexts);

use of to-infinitive or –ing forms of the verb (to express purpose: 'I have come here for saying' instead of 'I have come here to say…'; after certain verbs: 'enjoy to read' instead of 'enjoy reading'). Based on literal translation, the students confuse the use of to-infinitive and –ing form of the English verbs.

Another common error is the incorrect use of modal verbs in indicative and conditional sentences. The number of modal verbs in Albanian is smaller than in English; generally, English modal verbs (such as can, could, may, might, must have to, should) are translated to two Albanian modals (duhet and mund). For this reason the learners find the use of modal verbs with reference to different meanings difficult. For example: 'That mustn't be Tom' instead of 'That can't be Tom'. This is a case of source of overproduction; generally students use 'must' too frequently to refer to different meanings.

Incorrect plural form of uncountable nouns and irregular countable nouns is another error example because of overgeneralization (example: 'some informations / advices / childrens' instead of some information / advice / children). Based on literal translation, Albanian students use regular plural form for uncountable English nouns as these nouns are countable in Albanian. The same explanation rests for the following error.

Disagreement of subject and verb in a sentence (example: 'The news are fantastic' instead of 'The news is fantastic').

Using the appropriate preposition is one of the most difficult tasks of EFL learners; this is because in English there are various prepositions which have the same function and use of certain Albanian prepositions. For example: in English: go to school / be at a party; in Albanian: shkoj në shkollë / jam në një mbrëmje; as it is seen from these two examples, two different prepositions are used in the English phrases, while the same preposition 'në' is used in the equivalent Albanian phrases. Thus, Albanian learners, based on literal translation, often use an incorrect preposition. Based on my teaching experience, this is also true when referring to their oral production:

in, at, on (example: 'Write something in the board instead of 'Write something on the board)

after certain verbs (example: 'Concentrate in it' instead of 'Concentrate on it')

after certain nouns (example: 'a solution of the problem' instead of 'a solution to the problem')

after certain adjectives (example: 'Everybody was surprised with the news' instead of 'Everybody was surprised at / by the news')

Articles are also misused by students: use of 'a / an' with uncountable nouns, omission of 'a/an/the', use of the instead of zero article (example: 'had a good weather', 'he is student', 'the Albania', ' a program on TV about the dolphins' instead of 'had good weather', 'he is a student', 'Albania', 'a program on TV about dolphins'). They are confusing because Albanian language, unlike English, does not make use of any preceding morphemes to make a noun definite; the use of numeral one ("një") that refers to the indefinite article a (një student – a student) is optional when using an indefinite noun. The definite Albanian morphemes are attached to the nouns at the end.

The misusing of many pronouns can be attributed to the negative transfer of native language. In Albanian, the use of indefinite pronouns does not depend on the type of the noun it combines and on the type of sentence where it is used. For example: 'many money', ' much friends', 'He has much money' instead of 'a lot of money', 'many friends', 'He hasn't much money'. Moreover, pronouns are problematic because there are no exact equivalent counterparts in both languages (English and Albanian), for example, the pronoun it. EFL students omit it in sentences where it is used as an impersonal pronoun (example: 'is raining' instead of 'it's raining' because no subject is used in Albanian impersonal sentences. Also the students use incorrectly 'he ' or 'she' for inanimate objects or concepts.

Faulty word order is a common syntactic error that the learners commit as a result of native language transfer. They have often come up with constructions that are applicable in Albanian. For example: position of adjectives in a phrase or sentence (example: 'main problem is economic' 'She has long beautiful hair', 'I would like a big enough house' instead of 'main problem is economic one', 'She has beautiful long hair', 'I would like a house big enough'); position of adverbs in a sentence (example: 'I like very much football', 'my family still is abroad', ' go by train to the airport' instead of 'I like football very much', ' my family is still abroad', go to the airport by train').

The use of incorrect comparative and superlative forms of the adjectives and adverbs is another common mistake of these learners. For example: 'this is more easier / more easy than…/ the most funniest', 'drive more faster' instead of 'this is easier than… / the funniest', 'drive faster'. Influenced by Albanian language (comparative – më i lehtë / më lehtë, superlative – më i lehti), students use the adverb 'more / most' before one- and two-syllable adjectives, besides the use of the comparative or superlative morpheme –er or –est.

In the same vein, the learners use comparative structures as 'I prefer tea than coffee' instead of 'I prefer tea to coffee'.

The form of adverbs is also confused with those of adjectives. As in Albanian the same form can be used as an adjective (është i keq – is bad) and as an adverb (e trajton keq – treats him badly), the learners use an adjective form 'She treated him so bad' for an adverb one 'She treated him so badly'.

Incorrect use of elliptic structures: 'A: Did you visit your friend yesterday? B: Yes, I visited' instead of 'Yes, I did'; that is because in such Albanian sentences it is used the verb itself, not the auxiliary verb.

Based on these findings, it should be noted that most of the Albanian learners' mistakes are caused by the influence of their native language, whereas some of them are caused by overgeneralization, simplification, avoidance and overproduction.

Conclusions

It is totally agreed among researchers of foreign language acquisition that mistakes or errors are an unavoidable part of the foreign language learning and teaching. But it is different when talking about their definitions and categorization relating to their source and types. Error analysis has contributed to the change of the way errors are perceived and treated in foreign language acquisition.

Differentiating between learners' errors (identified as problems of knowing) from mistakes (as problems of performance) is not an easy task for FL teachers especially at a teaching and learning context where: the learners have participated in the grammar course; and there is a large and mix-ability class. For this reason, in this study, the terms error and mistake were used synonymously, referring to the production of inaccurate forms in learners' oral and written output.

It is also difficult to identify all the sources of infelicitous language use (as identified by various researchers of foreign language acquisition), just through an article; however, the findings showed that most of the Albanian learners' mistakes are caused by the influence of their native language, whereas some of them are caused by overgeneralization, simplification, avoidance and overproduction. Many of the identified mistakes are common to other foreign learners of different language backgrounds: articles, pronouns, verb use (including tenses, aspect, modal verbs, participles, infinitives, phrasal verbs), negative and interrogative form of sentences and prepositions. Other mistakes are due to the characteristics of their native language. When a student does not know how to express what he wants to say, he often makes a guess on the basis of his knowledge of his native language and foreign language. The findings showed that Albanian learners have learning difficulty in other certain grammatical structures: incorrect plural form of uncountable nouns and irregular countable nouns, faulty word order (especially of adjectives and adverbs), incorrect comparative and superlative forms of the adjectives and adverbs, the form of adverbs confused with those of adjectives.

Though the above grammatical aspects had been in the focus of instruction during the grammar course, further exposure of grammatical knowledge and target language input and opportunities for language output are needed for the learners as to help them enhance the target grammar and language acquisition. For this purpose teachers need to select the appropriate instructional strategy in order to address the needs of their learners.

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Appendix

Topics for six pieces of writing

Write a true story about you choosing one of these topics: you met a famous person; you did something very dangerous; you went to a very strange place.

Think about home, work, family, sport and hobbies. What changes have you made recently? What changes do you want to make?

Describe plans for a trip (the places you visit, how long it goes on, the start and the finish times, etc). Choose between: a boat trip on a river; a walking tour around a city.

Imagine being alone for a hundred days in one of these situations: a) a single-handed yacht race / boat b) on a desert island. Describe how would you feel / think.

What is your opinion about the future of these things: toys and games, cars and transport, multi-media equipment and clothes?

Write an e-mail to your friend telling him what to do or not to do in one of the following situations: a) you are going out for dinner with your new boss b) you are meeting your girlfriend / boyfriend' parents for the first time. Consider: time to arrive, good/bad conversation topics, what to wear, food / drink to have.

Managing Ethnic Relations Using Local Wisdom Approaches: The Case Of Malaysia

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Abstract

In the period of the 20th century we witnessed the new shape of the pattern of Malaysian society. The British developed the peninsular Malaysian economy on a pattern based on the production of raw materials for export such as rubber, timber, oil-palm, iron ore and tin, while foodstuffs and manufactured goods were imported from the metropolitan centres. Ironically, it has been argued that the local Malay population for political, cultural and other reasons was not interested in selling its labour force in these export oriented industries and therefore cheap immigrant labourers from China and India were brought in large numbers. Thus a multi-ethnic society was created; the Malays, the Chinese, the Indians and others working in different jobs but living side by side in apparent harmony. One of the least known developments of the period was the growing political consciousness among both the indigenous and the immigrant population. Islamic reformists (a West Asian and Indian phenomenon) and Chinese revolutionary ideas found enthusiastic support among segments of the people here. Most of the Malay reformists confined their campaign to the press and the few religious schools, better known as Sekolah Pondok (or Huts School) which they had established. Until now most Malaysians have categorised themselves and others by communal categories, which usually take preference over class, regional, and employment basis, among other things. To explore and identify these communal issues we shall look at and examine some of its indicators such as the profile of ethnicity, inter-communal relations, organisation of communal politics, the use of symbols system, the language issue, and the economics growth and its distribution. This paper, which is the analysis of the Malaysian style of the conflict management process, will survey the methods and techniques used to overcome the problem. This is necessary if we are to understand the nature of the conflict management process in Malaysia. This paper will look at how the government institutionalised and socialised the local wisdom values (particularly at the community level) as a mechanism in conflict management and how it has developed. Management of the conflict and promotion of ethnic unity as well as national integration cannot be achieved just by ad hoc experiments but through careful planning in the various aspects of the social life of society.

Keywords: Local Wisdom, Ethnic Relations, Conflict management.Government, Non-Governmental Organisation.

Introduction

This paper will discussed about the issues of inter-ethnic management in Malaysia, and will do two things. Firstly, it will look at community-based initiatives, particularly by non-governmental organisations which complement government initiatives of ethnic conflict management. Secondly, this paper will analyse government and non-governmental organisation initiatives in addressing the issues of ethnic relations using the values of local wisdom. Although this paper is not about how non-governmental organizations tackle ethnic divisions explicitly, it is about inter-community and cross-community relations at local levels which includes many NGO initiatives as well as government policies. The aim is to illuminate the scope for complementary relations between government and local community based initiatives, and we will be using some of the Mari Fitzduff's [1] typology to illustrate this point. Analysis of Inter-ethnic conflict management efforts by the government and community-based initiatives: a local wisdom perspectives.

The discussion takes this exploration a stage further with an assessment of government and local-level (especially NGOs) initiatives of ethnic conflict management. These assessments are based within the frameworks of three of Mari Fitzduff's typology of cross-community relations work under the spectrum of local wisdom (i.e., Anti-Sectarian Work, Cultural

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[1] Mari Fitzduff is one of the leading peace activist who made a tremendous effort particularly in the community relations field trying to promote understanding between the antagonist groups in Northern Ireland. With the research and practitioner background and training in conflict resolution, she generated a "Typology of Community Relations Work" in 1989 in order to assist in the development of community relations work in Northern Ireland. This typology is derived from a survey of different kinds of approaches to the community relations work in Northern Ireland. The typology that she has formulated provide a guide to shows where the theory is applied into practice at community level. For this reason this typology gives a direction of the possibilities that the situation in Malaysia can be applied

Traditions Work (CTW), and Conflict Resolution Work (CRW). The conflict management process will be analysed according to three broad descriptive account as follows: i. Rationale, ii. Examples of Work, and iii. Analysis,

Anti-Sectarian Work

Rationale: The core practice of ethnic relations management in Malaysia is equality, and a fairer share of the national wealth, irrespective of ethnicity.

Examples of work: The New Economic Policy (NEP), language and religious policies, and the Rukunnegara.(or National Ideology).

Analysis: The NEP has tried to promote equality in the country 's socio-economic distribution. Under this NEP program, the technique used is to help the poor group without jeopardising the interests of the rich group. The objective is, to equalize the opportunities and interests of all groups (Lee Hock Guan, 2013, Gomez and Saravanamuttu, 2013). Dr. Chandra Muzaffar (1997), on commenting this issue says;

"As a society which was underdeveloped economically during colonial and feudal era, thus, the bumiputera need a special help and protection. The protection was given through several phases in the Constitution, which is known as "Bumiputera Special Privilege". Without this privilege, there is a high possibility that Bumiputera cannot develop in several economic and social areas, including higher education, become the member of a professional, business and industrial body. Even though the government has ascertained that the bumiputera's special privilege cannot be threatened by any parties, they also make sure that non-bumiputera will also have the opportunity to venture in all economy sectors, through open market".

A fair approach to the use of language was also implemented. As the result from the Musyawarah by community leaders, who represented their community interest, Malay language was accepted as the lingua franca and as the official language since it is the most dominant one and originated from this part of the world. However, other languages are also used freely. Similarly, in terms of religious practice, Malaysian citizens are also given the freedom to practice their own religion. This freedom and the right to practice is secured by the constitution. According to Chandra Muzaffar (1997),

"Islam has a close relationship with the history and evolution of Malaysian society, therefore it is declared as an official religion. Meanwhile, other religions practiced by majority of other ethnic within the Constitution. The equalization in practicing their own religions is fair to both Muslim and non-Muslim".

As far as the work relevant to anti-sectarian areas is concerned, Chandra suggested that community leaders in general and community relations officers in particular must develop a more profound understanding of ethnic trend in the post 1970s. There are major developments which are taking place in both the Malay and non-Malay communities as far as ethnic relations go. Within the Malay community for instance, the following factors have resulted in a psychologically more secure response to ethnicity: (a) the resolution of the language and culture issue; (b) the stronger position of Islam; (c) greater economic security and mobility for the middle and uppper classes; (d) a stable political position; and (e) expansion of the Malay middle-class. Consequently, an influential stratum of Malay society feels that it is now in a situation to come to grips with ethnic questions. This is particularly true to certain young Muslim groups. Similarly, among non-Malays, one of the major obstacles to communicate with the Malays in the past was the absence of a common language. According to Chandra, this is fast disappearing among young non-Malays. As Malays and non-Malays develop a common basis for communication, he suggested that certain common values and ideals can now be nurtured which can hold both parties together. To equip them for the challanges ahead, he referred back to his idea of 1980, which suggested the need for more comprehensive training programmes to be held.

"There should be a permanent community relations training institute in which short-term and long-term courses on ethnic problem and

how to deal with can be conducted. Priority should be given to the people involve in community relations work".

The Rukunegara Project is also relevant to anti-sectarian work. Faaland, Parkinson and Saniman (1990; 2003) stressed that;

"The political statesmanship and foresight of this approach (Rukunegara) to nation building by means of consensus instead of confrontation and through frank but closed door discussions of sensitive national issues, has been demonstrated by the uninterrupted political stability of the country from 1969 to recent years"

According to Faaland (et.al), the New Economic Policy was formulated by the government after the riot of 1969 as 'the economic foundation' of the Rukunegara1. The importance of the Rukunegara as the pillar of social stabilization was stressed by Tun Abdul Razak. He argued that "important though the ideals of Rukunegara and consensus building might be, the battle for unity would be won or lost in the economic and social restructuring of the nation. The NEP was therefore designed with the intention of giving content and substance to the new Malaysia ideology of nation building as embodied by the Rukunegara. It was based on the construction of new alliances of moderate political elements within the society and on a new formula"

The implementation of several policies, such as the NEP as well as action plans taken by the Department of National Unity is aligned with the objective of providing an equal opportunity to all parties in all life aspects. Community-based organisation also played their role to help bolster the government effort. This is the anti-sectarian work coincides with the anti-sectarian activities described by Fitzduff, which are to decrease discrimination at the individual, group and institutional levels.

Cultural Traditions Work (CTW).

Rationale: Pluralism within and between the multi-ethnic society should be respected. Differences such as that in culture and religion should not regarded as a threat to one another.

Examples of work: Rukun Tetangga,2 Unity Kindergarten, School, Mass Media.

Analysis: Most of the aspects highlighted by Fitzduff are similar to the ethnic conflict management practice in Malaysia. The neighbourhood methods (particularly through Rukun Tetangga organisations) of informal interactions has contributed to closer inter-ethnic co-operation. According to Wan Halim (1996),

" this is because of the informal nature of neighbourhood interaction and its intimate social and emotional environment which is rarely

found in other fields such as the work-place. Relationship within a neighbourhood tends to be more personal and informal. When

compared to the work-place, it is more relaxing and natural and the relationship, whether positive or negative tends to be more durable.

Since neighbourhood interaction also involves not just individuals but families as a whole, it is potentially more important in

promoting inter-group understanding."

The CTW activities are geared towards a spirit of tolerance amongst children and have had an effective impact. The Unity Kindergarten programme has attracted voluntary participation at all levels from the parents and teachers as well as from pupils of different ethnic groups and background. In fact the Unity Kindergarten is the most effective parameter in combining the participation from the government and private sectors and also the public in the form of cross-ethnicity. (Government of Malaysia, 2014)

The mass-media also played a major role in the CTW. According to Wan Halim, inter-ethnic relations are "influenced by the kinds of information that are generated, evaluative statements made concerning the ethnic groups, and model of behaviour towards in-group and outgroups." The electronic media (such as internet, television, and radio) and printed media (such as newspaper, magazine and book) play an important role in developing the society, and at the same time functions as a major agent in the socialisation process. Therefore, we can utilise the media to promote unity, "as primary face-to-face social contact" declines in frequency and intensity, particularly in a modern urban society, secondary sources of information through the media increases in relative significance (Utusan Malaysia, 2014). However, it is important for us to accept the

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1 The words of the Rukunegara are perhaps better understood and appreciated by those with a fluent command of Bahasa Malaysia. It has sometimes been translated into English as the National Ideology which is not a very accurate or indeed helpful translation. Rukunegara should be regarded as the pillars of the nation. The nation must be firmly established upon all the pillars of the Rukunegara which it would be the duty of everyone to uphold and defend. All the pillars are equally inviolate, all are necessary to maintain the equilibrium and structure of the nation (Ghazali Shafie)

2 The Rukun Tetangga (Neighbourhood Organisation) scheme was introduced on 29th August 1975, under the Essential (Rukun Tetangga) Regulation 1975, (P.U (A) (279/75). Through this scheme, the government aim was to monitor the unity among the population in the residential areas using neighbourhood based activities.

fact that a totally free media is rare. The media will play a positive or negative role, depending on the situation such as political influences in the society. This is due to the media's own orientation and objectives.

Being optimistic, Wan Halim argues that it is important that mass media is made aware of its potential role and responsibility in the society. The policy maker has come out with certain rules and regulations in order to safeguard offending ethnic sensitivities (Chandra Muzaffar, 1986) These rules and regulation, though essential, constitute the passive aspect of inter-ethnic promotion. Therefore, they need to be complemented with the active efforts in terms of constructive social themes in media reporting. Wan Halim suggested that research and analysis needs to be done on how the 'role and regulations came into being, and whether they are based on correct assumptions or merely ad hoc inventions'. Furthermore, he suggested that content analysis of mass media coverage should be carried out for all levels of society in order to 'identify the degree to which mass-media is helping to produce future generations who are proud of their Malaysian identity'.

Education is also one of the vital parameters in CTW. Despite the fact that education has played its role in strengthening ethnic relationships, there are still a lot of unsettled agendas. According to Lee Hock Guan (2013) the Malays were underrepresented in higher education was already recognised by the Carr-Saunders Commission which proposed 'appropriate adjustments' to increase the number of qualified Malay students for admission into higher education but without compromising the merit-based admissions policy. This matter has captured the interests of many scholars and social analysts. Wan Halim, argues that "bringing together the children of the various ethnic groups by itself, does not guarantee the development of goodwill and understanding since it may well produce the opposite result." Wan Halim, who has been involved in a wide range of research in this area, suggested that close scrutiny needed to be given to specific aspects of the educational system such as;

    i) Curriculum. The civics and moral education aspects of the curriculum need to be strengthened in order to promote a sense of national

      pride. Other subjects such as geography, history and natural sciences should also be geared towards increasing the knowledge of the

      students concerning the past, present and future development of the country.

    ii) Contact. The Classroom and school environment should encourage inter-ethnic contact and co-operation and efforts at desegregation

      need to be a clearly defined policy.

    iii) Extra-curricular activities. These should not ignore the need to integrate the various ethnic groups. Through group activities,

      subconscious learning can be fostered which will promote more positive inter-ethnic perception and attitudes.

    iv) Student-teacher relationship. Teacher need to project a positive and unbiased image of themselves particularly when dealing with

      students of other ethnic groups. No amount of preaching on positive values will produce much effect if prejudice attitudes and

      favouritism are demonstrated by teachers in their daily contact with the students.

To conclude, the CTW is contributing towards establishing a stable social relationship and should be continued and strengthened.

Conflict Resolution Work (CRW).

Rationale: Within the Malaysian context, conflict resolution work needed to tackle both tangible and intangible sources of ethnic problem.

Examples of work: The New Economic Policy (NEP) and the Department of National Unity (DNU) programmes.

Analysis: Conflict resolution work is referred to the efforts undertaken by the DNU and the NEP to tackle the underlying sources of ethnic problem, in order to achieve positive peace in the society. In this context, the main task of the DNU is to strengthen "the ethnic relations network". For instance, the cross-community trips, neighbourhood work camp, neighbourhood campaign, integration outdoor activities, recreation, family picnic and gotong-royong have been utilised by the DNU in the process of building and strengthening "the ethnic relations network". At the same time the NEP programs aim to bridge the socio-economic gap between the ethnic groups in achieving the social justice. Thus, in this context both

DNU and NEP programs are compatible with the ultimate objective of conflict resolution technique, to change the situation and remove the underlying source of conflict.

To enhance the areas and impacts of the CRW, Chandra Muzaffar suggested that the government should help established an independent, autonomous research institute on ethnic relations. The institute has to be completely independent if it is to function well. This institute has to look at state policies as they affect various spheres of society just as it has to study interaction among communities, conflict-generating situations, ethnic stereotypes, the emergence and perpetuation of prejudice, cultural commonalties and the role of universal ethical values in the nation-building process. Chandra said that in more ways than one, Malaysia is indeed the best available laboratory for the analysis of ethnic relations. He emphasised that research by individual scholars whether local or foreign is no substitute for the sort of institution that is being suggested here for what is sorely needed is a systematic, holistic approach to the ethnic problem which garners the skills of different type of specialists in a gigantic intellectual effort that will span a few decades. From time to time, the institute could of course make recommendations to Parliament to which it would be directly responsible. This suggestions, if accepted, could be implemented by the Community-based organisations.

Conclusion.

From the discussion above it is clear that considerable effort in conflict management related to the ethnic issue in Malaysia has been carried out. These paper also show that Fitzduff's typology of community relations work have a useful function in investigating and analysing these approaches by the government as well as community based organisations in managing inter-ethnic related conflict. The approach taken by the government in handling this issue is mainly through the legislative procedures. This approach coincided with the explanation by Mc Garry and O'Leary (1993), regarding the taxonomy of the macro political form in the ethnic conflict regulation framework. As a third party, the government (who possesses political power) became the main actor and 'arbiter' in order to regulate problems related to inter-ethnic relations. The formation of the New Economic Policy, as well as the establishment of the Department of National Unity are relevant examples of the government's roles.

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Satisfaction of evaluator relevant factors of work of the class teacher

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Abstract

The class teacher is one of the main agents, who with his very substantial role, as a guide and accompanying and advisor, make the students feel as an equal subject in school. The class teacher with his personality and difficult pedagogical role that has been in the spotlight, significantly reflects to students, parents and subject teachers in creating an education, development, and overall genuine progress through the commitment and organizational work and through his pedagogical leadership with the class, creating such conditions that students are satisfied with the school. The class teacher with his pedagogical role brings a better access to students in their school life, making systematic tracking of student work for greater academic achievement, being the supportive guidance and assistance, cooperative and mediator of the solutions of problems that arise in the classroom, especially with the subject teachers. This paper elaborated the organizational, communicational and collaborative work of the class teacher, focusing on evaluator attitudes of relevant factors and determinants of the class teachers' work.

Key words: work of the class teacher, satisfaction, students, parent, teachers

Introduction

In this study the evaluation of the class teachers' work from the perspective and opinions of students, parents and subject teachers are treated, considering that these agents of the school are the best estimators of the class teachers' work. The class teacher with his pedagogical role brings a better students access in their school life, making systematic tracking of students' work for greater academic achievement, being the supportive guidance and assistance, cooperative and mediator of the problems solution that exist in the classroom, especially with subject teachers. With his dedication to his job, with the flexibility and collaborative manner with students, parents and subject teachers, he creates a positive overall climate and affects the image of the school. There are many important elements that define and make the class teachers' work special, and one of them is tolerance, respect, establishment of a mutual trust, flexibility, willingness and being ready for a dialogue with all important people of the school. In order the work with students to function well, it is necessary the cooperation with parents. Proper communication of the class and family, creation of spaces for parents to be an active part of school life of their children, are extremely important aspects of the function of the work with students because students-children feel themselves safe, create in themselves a trust, so putting the forces together, problems that would be created in the school would easier be solved. The class teacher should design objectives which with organization, support, respect, communication, encouragement of tolerance, creating a sense of trust between pupils, students and subject teachers and parents, cooperating together, reaches the goal and thus succeeds to realize its objectives designed before. In order to work the class leadership and management, he should be professionally prepared, to have ideas on how to organize better his work with the whole class, to find effective ways and forms, which would create a democratic spirit in the classroom. This study is of a particular importance because to us there were no such studies and to the work of the class teacher no importance is shown. If we see from the educational practices, we notice that the class teachers are least aware of their function as a leader and director of the classroom, lack of education, expert training, adequate training programs for the class teachers and manuals for their work. This study perhaps would arouse curiosity and encourage a greater interest that in the future to focus more on the education and training of teachers for a professional pedagogical preparation, for an organizational work and leadership of the class, to be an initiative stone of the gaps filling and to provide basic recommendations.

The object of this study was to obtain evaluative attitudes and opinions of students, parents and subject teachers toward the work of the class teacher. The aim of the study was to highlight the evaluative attitudes of students, parents and subject teachers' perceptions to the class teacher work, and to present some of their opinions in order to contribute to a better approach of the class teachers' work. Research question of the study was: How do you students, parents, students and subject teachers evaluate the organizational, cooperative and supportive role of the class teacher? Do we have differences in the perceptions of students, parents and subject teachers?

Objectives of the research:

Identification and reflection of evaluative attitudes toward the work of the class teacher.

Analysis, comparison and interpretation of opinions and attitudes of students, parents, and, subject teachers.

To provide recommendations towards a greater concentration and awareness of educational actors for greater access in terms of teacher training teachers for a class teacher.

Critical access of the study theory

The teacher and the student are important fundamental factor in the school, which influence and operate depending on each other as in the educational process as well as outside it. Teacher is given a lot of tasks that must be completed in its educational work, especially in his role as a class teacher, who with his hard work and responsibility that he has, reaches the realization of the objectives set before him. In order to evaluate the performance of the class teacher, we should look not only the administrative side of documentation leadership or in the achievements and attendance of students, but should also look the other very important aspects such as social an organizational of school life. When we say social aspect, we mean creation of a positive climate in the classroom in which the relationships created inside the classroom between students, parents and subject teachers are included, which is essential for a proper upbringing and a quality education. There are different understandings of the role of the class teacher and its specific tasks which should be with the class. According Sijakovicit, (2011:19),

Democratic and cooperative atmosphere contributes to a greater connection and closeness between students. Common activities of teachers, parents and peers, in and outside the classroom, are of a great importance for optimal intellectual development and socio-emotional development of students.

There are also other understandings that determine the role of the class teacher.

The class teacher is the main factor of the dynamic structure of the class. With his relationship to students and connections that developed between him and the students can significantly affect the atmosphere in the classroom and in the academic success. Also, the teacher in the role of the class teacher is more likely than others to contribute to the promotion and development of various social skills of students of his class. Obradovic&Lukic,2007:20-21).

Relying on these understandings, we notice that the class teacher is the one who with his actions creates an overall positive climate in the classroom. On the other hand in creating a positive warm climate in the classroom, enters also the creation of a trust and respect between students, students and subject teachers, and this can make the class teacher, who with his communication ability as an assistant, close, honest, open and cooperative with all, he creates a mutual trust and respect.

Rukiqi states that, "Showing respect during the conversation means to appreciate all those who take part in the conversation. Cooperation requires confidence in each other. Confidence is achieved through dialogue. To create confidence to each other, time, shared conversations, active dialogue with long goals are required".(Rukiqi,2012;87).

On the other hand we see the family as a relevant factor of children's school life, as an important partner of the class teacher, without whom the goals set out in the education and achievement of a successful work of the class teacher wouldn't be accomplished.

The class teacher is the first link in the long chain of communication between parent and school. From the way he approaches the parents, informs, organizes and leads, will largely depend, not only the attitude of parents towards him personally but also towards the school in general, and not rarely attitudes of parents will be support and a start of students' attitudes". (Sijakovic, 2011: 18).

In order, a quality and efficient cooperation, as well as to build a socio-emotional climate in the school between the class teacher and parents to be achieved, necessary is the systematic communication as a key to creation of a mutual trust and respect between the class teacher and parent.

Hasani, states that "Credibility, respect and mutual communication class teachers and parents are three very important elements when considering the recognition of children and giving parents information for personal development, emotional, skills development and educational achievement of children and creation of the enough space as a good opportunity for parents to give their contributions by giving ideas, suggestions and opinions regarding school work and their children school life."(Hasani, 2013:56).

Credibility, respect, cooperation, flexibility, willingness and support offered to students by the class teacher are important parameters by which pedagogical work of the class teacher is conditioned. On the basis of this theoretical approach, we notice that the class teachers' work is too hard with dedication and responsibility, in order to put up the realization of the

objectives which he gave to himself with the only purpose of functioning as a whole class and to contribute to a positive working climate and interpersonal.

The study methodology

Through critical approach of the literature an overview of different theories on the study problematic is presented. This study was approached by using methodological qualitative and quantitative methods, where descriptive methods are applied, which describe the evaluation of the work of the class teacher according to the perceptions and opinions of students, parents and subject teachers, methods of theoretical analysis, through which various theories have been analyzed, the method of comparison and the statistical method where an analysis of the data was made. The instrument used in this study was a questionnaire for students, parents and subject teachers, each questionnaire contained 24 questions that had to do mainly with the work of the class teacher. Participants in the survey were 60 graduated students, 40 parents and 20 subject teachers of a high secondary school in the city of Gjilan.

Interpretation, discussion and analysis of the study findings

In this section the degree of satisfaction of students, parents and subject teachers to the class teachers' work is treated. Tables below present the level of evaluation of the organizational work, educational and social of the class teacher from the perspective of students, parents and subject teachers.

Table 1 Evaluation level of student to the class teachers' work.

Aspects of organizational function, educational and social of work of the class teacher	1	2	3	4	5
1. The class teacher is open to communication and is always willing to listen to the thoughts, ideas or our complaints	0	5%	46.67%	20%	28.33%
2. The class teacher helps and advises us in resolving any problem or dispute with the subject teachers	0	10%	51.66%	21.67%	16.67%
3. The class teacher is honest, respects us, motivates and supports us every time.	1.67%	10%	45%	18.33%	25%
4. The class teacher is polite and behave equally with all students	5%	11.67%	38.33%	16.67%	8.33%
5. The class teacher and continuously monitors the work and the situation in the classroom	5%	11.67%	46.67%	18.33%	18.33%
6. The class teacher helps us and cooperate in overcoming difficulties in learning	3.33%	8.33%	51.67%	21.67%	15%
7. The class teacher always criticizes us and does not care at all for us	26.67%	23.33%	31.67%	8.33%	10%
8.I'm Pleased with the work done by the class teacher and I have full confidence in him	4.33%	6.67%	41.67%	20%	28.33%

From the data of the table 1 on aspect: The class teacher is open to communication and is always willing to listen to the thoughts, ideas or our complaints with 5 evaluated 28.33% of students, with 4 evaluated 20% of them, with 3 evaluated 46.67%, with 2 evaluated 5%, while evaluations with 1 were none. Analysis of this data shows that the class teacher is somewhat open to communicate and is always willing to listen to the thoughts, ideas or students' complaints, which shows that the satisfactory degree of the students is in the middle level.

On aspect: The class teacher helps and advises us in resolving any problem or dispute with the subject teacher, with level 2 evaluated 10%, 51.66% of students evaluated with 3, 21.67% of them evaluated with 4 and with 5 evaluated 16.67% of students, while with the level 1 there was no evaluations. Based on the analysis of these data we can say that a large percentage of students evaluated with an average level, which means that students are not very pleased with the help and advice given to them by the class teacher for problems solving or disputes with subject teachers.

With an average level, students have appreciated the sincerity, respect, motivation and support from the class teacher, where 25 percent of students were evaluated with 5, 23.33 percent evaluated with 4, 45 percent with 3, with 2 evaluated 5% and 1.67 percent evaluated with 1. Analyzing these data we see that they have a support, respect and motivation. Respect, the support and students motivation by the class teacher are three very important elements when considering a child's personality and his intellectual development.

From the analysis of the fourth aspect that the class teacher is polite and behaves equally with all students, we can conclude that it is noticed that there is the unequal treatment of students by the class teacher. Analysis of the evaluation level of continuous tracking of the situation in the classroom by the class teacher shows that the highest percentages of students are not satisfied. Another aspect that has to do with the help and cooperation that the class teacher offers students to overcome learning difficulties, evaluated with 41.67 percent of students, with sufficient level 8.33 percent, with nonsufficient level or 1 evaluated 3, 33 percent, with 4 evaluated 21.67 percent and with the level 5 evaluated 25 percent. Analysis of these data shows that the class teacher significantly does not provide enough assistance and cooperation to students to overcome the difficulties in learning.

Another aspect that has to do with criticism and insults by the class teacher is evaluated at a lower rate, what we see that very few students have expressed that there is this negative feature which causes resentment among students and not interest for the school. With the analysis of student satisfaction with the work of the class teacher we see that students are on a par satisfied with the work that their class teacher does, which tells that class teachers are less engaged.

Table 2 .Evaluation level of parent to the class teachers' work.

Aspects of organizational function, educational and social of work of the class teacher	1	2	3	4	5
1. The class teacher consults with us any time for work and school life of our children	43.33%	31.67%	13.33%	11.67%	0
2. The class teacher regularly informs us about the achievements, progress and attendance of our children	41.67%	28.33%	15%	15%	0
3. The class teacher every time requires assistance in case of need, support, and cooperation	16.67%	25%	38.33%	11.67%	8.33%
4. The class teacher during parents meetings is very discreet in his speech and never labels students	0	5%	48.33%	26.67%	20%
5. The class teacher often organizes joint meetings with parents, subject teachers and students	90%	10%	0	0	0
6.I'm satisfied with the class teacher because the he is always ready to meet us and exchanges thoughts and good ideas for the benefit of our children	11.67%	26.67%	28.33%	8.33%	25%
7. The class teacher organizes meeting with subject teachers, if required	15%	16.67%	28.33%	25%	15%

In the table 2 the aspect that the class teacher consults with parent any time for work and school life of their children was low evaluated, from this we see that parents are not satisfied with the opportunities to be consulted by the class teacher.

In the aspect that the class teacher regularly informs parent about the achievements, progress and attendance of their children, parent evaluated low, what is seen that parent are not satisfied with the information from the class teacher. So, there are lacks of parents regularly information about the progress and attendance of students, which is primary because the regular information enables the family receive important information about the development state in general of the child and to parents a sense of trust and respect for the class teacher is created and finds support from family.

The class teacher, any time in case of need, requires help, support, and collaboration. This aspect is low estimated by the parents. Lack of help seeking, support or cooperation can lead to mistrust in class teacher but also in the school as a whole. Shared responsibility is more than necessary to overcome the situation.

The aspect, the class during parent meetings is more discreet in his speech and never labels the students, parents have evaluated good, which shows that they are satisfied with the manner of holding meetings, because labelling a child means to break the personality of the child but also of the parent.

The class teacher often organizes joint meetings with parents, subject teachers and students. This aspect is very low estimated with a high percentage of parents. Common parent meetings, student and subject teachers contribute greatly to children's development and in these meetings the real digest of students development can be appear, what parents will be familiar and specifically with their children's achievements.

I am satisfied with the class teacher because he is always ready to meet with us and exchange thoughts and good ideas for the benefit of our children. The data in the table associated with this aspect shows that a high percentage of parents are not satisfied with the meetings with the class teacher. Frequent meetings with the class teacher make different opinions be respected; the parent would feel himself equal to the exchange of ideas and would be more motivated.

When we ask, the class teacher organizes meeting with subject teachers. Parents are not very satisfied with this aspect of the class teacher. Parents meeting, with the subject teachers is of particular importance because during this meeting the parent recognizes closely the work, progress, delays in learning or his attendance in teaching.

Table 3 .Evaluation level of subject teachers to the class teachers' work.

Aspects of organizational function, educational and social of work of the class teacher	1	2	3	4	5
1. The class teacher organizes meetings with us to see the progress and the work of his students	90%	10%	0	0	0
2.I'm Pleased with the class teachers, with the organizational way and the support and assistance in resolving any dispute in their class	0	0	45%	30%	25%
3. The class teachers do not interfere in our educational work, especially in terms of assessing		10%	25%	30%	35%
4. We are always supported by the class teachers	0	0	75%	15%	10%
5. During meetings with parents, the class teachers organize special meeting with the subject teachers.	100%	0	0	0	0
6. Class teachers interfere in evaluation process and require higher marks.	90%	10%	0	0	0

The class teacher organizes meetings with us, in order to see the progress and work of his students. This first aspect is assessed with 1 by 90 percent of subject teachers, with 2 have estimated 10 percent. With the analysis of these data we see that class teachers do not organize   meetings with subject teachers to discuss progress and work of his students. An organization of such meetings would enable better access to students, would better know their students, would better see of the communication between subject teachers and students, subject teachers also would be recognized in detail with the students.

I am pleased with the class teachers, their organizational way and with their help and support in resolving any dispute in their class. With this aspect subject teachers are pleased and have evaluated highly the organizational work, help and support of the class teachers in resolving any disagreements that exist between subject teachers and students. So, 45 percent of them have evaluated with 3, with 4 have evaluated 30 percent and with 5 have evaluated 25 percent of parents.

The class teachers do not interfere in our educational work, especially in terms of evaluation. From the analysis of the data obtained of assessing of this aspect results, that subject teachers are satisfied with the class teachers because they do not interfere in their work, especially in evaluation, because evaluation is a very sensitive issue and there are cases where the class teacher requires from the subject teachers a best rating in his class.

During parent meetings class teachers organize a special meeting, subject teachers-parents. From the analysis of the data collected for this aspect we see that all the subject teachers were of the same opinion that class teachers do not special parent-subject teachers, which is very necessary because such an arrangement would enable parents to better informed

about the progress, stagnation, child behaviour in that subject, than the information by the class teacher about something that they do not know how was that student in that subject but based only on his note in the diary.

Class teachers interfere in evaluation process and require higher marks. With the data analysis for this aspect, we say that 90 percent of teachers have evaluated low with 1 and 10 percent of them with 2, where we note that we do not have intervention to subject teachers in terms of evaluating.

Opinions of students and parents

The class comes every time my in our class and inquires if we have a problem, if we have got good grades.

The class teachers behaves well with u, never within three years has ever offended us, we always have seen him in humour and is equally with all.

Our class teacher is never interested in us; does not behave well enough with us as the other class teachers behave with their students, for us is the same, with or without the class teacher.

The class teacher has never organized any school activity inside or outside the school.

The class teacher of my child's is not very communicative; when we come to any informal meeting he wants to take us away.

The class teacher only in parent meetings calls us and talks more with the parents of some students and misses the rest of us.

The class teacher must inform us every weekend about the performance and attendance of the children in school.

The class teachers should engage more in order that their students to succeed and have a positive view of the school.

Discussion and conclusions

• The data obtained show that students and subject teachers have evaluated to the average level the work of the class teacher, while parents were superstitious of the class teachers' work judging that the cooperation and communication that is not at the right level. Parents prejudice the class teacher as non-cooperative, non-communicative and not seeing off their children's school work.

• Based on the data obtained it can be concluded that the class teachers in their organizational, educational and social role do not work enough to satisfy the needs and demands of students for a better approach to their school.

Based on the perceptions of these three relevant factors we conclude that the work that needs to lead and direct the class teacher is very difficult, with multiple tasks, with more responsibility and with many difficulties, because in order to form a successful class in all aspects, the class teacher should be professionally prepared in terms of pedagogical, organizational, administrative and in the other hand he must communicate regularly with all stakeholders, to create a mutual respect and trust between the pairs and should be willing and open to dialogue and these elements would help the functioning of a successful cooperation. That in the future to have a successful, quality and effective job of the class teachers, special programs for the class teachers' work, for the young student studying teaching should be compiled, seminars and trainings organization, where teachers for their work on the role of the class teacher will be prepared in the educational, professional, and methodological quality way. Also, specific guidelines that will give explanations, instructions and tips on how to work with the class in all aspects ranging from pedagogical, organizational, administrative, for the ways of cooperation and communication with students, parent and subject teachers should be compiled, in order to achieve quality work and to form a successful class. This study will probably be a push towards concentration of attention of higher educational institutions in the work of the class teacher.

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KFOR MISSION IN KOSOVO AND ITS FUTURE

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Abstract:

What was the role of KFOR intervention in the past in Kosovo, what were KFOR competences with regards to Kosovo as compared the mistakes these missions have made in Bosnia and Herzegovina? What were the difficulties of this mission in Kosovo as the mission was for the very first time under NATO command? What were the outcomes of KFOR in the field, after its installation? Is the presence of KFOR still necessary to provide security in the territory of Kosovo, and what is its role in cooperating with Kosovo and international institutions to support the security institutions of Kosovo? Where does KFOR still continues to have a positive impact in Kosovo, to help further in the stability of situation? What are its projects in the future? What are the focuses of a calm and secured environment in Kosovo? One thing must be clear; Kosovo still needs the KFOR mission to continue its support and contribution in Kosovo attempts to maintain the democratic principles, to build a transparent society and to maintain a calm and secured environment in those parts of Kosovo, where more than one Kosovar entity lives. This mission will be a direct push forward and a guarantee for the Euro-Atlantic future of Kosovo, and it will be a continuous need for a certain period of time to establish the order as well as to assist in the important issues in Kosovo up to the final processes to integrate in NATO. The presence of this mission will be necessary in middle-terms to provide advice in the security sector towards Euro-Atlantic standards.

Key words: KFOR mission, Kosovo, objectives, preventions, developments and the future.

The capitulation of Yugoslavia on 10 June 1999 opened the way for the installation of NATO troops in Kosovo. The very first KFOR components entered Kosovo on 12 June 1999. As agreed by the Military Technical Agreement, the dislocation of KFOR forces was synchronized by the getaway of the Serbian forces from Kosovo. On 20 June, the Serbian forces were withdrawn from Kosovo, while KFOR achieved its initial task of dislocation. Moreover, on 20 June after the confirmation of Supreme Commander of Alliance forces for Europe (SACEUR) the Serbian Forces left Kosovo, the secretary of NATO, in compliance with the Military Technical Agreement, from Alliance declared the closure of air campaign. The KFOR full capacity consisted of 50.000 personnel. KFOR consisted of all 19 Member Countries as well as 20 others outside NATO, though; all of these forces came under the command and unified control of KFOR.

On 10 June, the responsibilities of International Committee were specified during the internal administration of Kosovo through the United Nations Security Council Resolution 1244. The resolution and the Military Technical Agreement for the withdrawal of Yugoslavian Forces as well as NATO operational plan 10413 (the operation joint protection) compose the basic responsibilities of KFOR in Kosovo. The resolution is completely tied with the security issue, which derives from the Security Council mandate for "Maintenance of International Peace and Security", based on Annex 2 of the Resolution. In addition to KFOR, the presence of UNMIK Police was enabled, as it was supposed to be reached the international security presence parallel to substantial presence of NATO, under a single command and control, authorized to create a secured environment for the entire population of Kosovo and to enable the safe return of the dislocated people and refugees"[1]. After the installation of KFOR forces and UNMIK Police, it started the establishment of a new security environment, based on contemporary concepts of establishing security services. The dislocation of the first international forces in Kosovo started on 10 of June. Russia started the transferring of its troops in Kosovo,[2] yet the contingent of the first NATO troops under the KFOR mission entered Kosovo on 11 June 1999. After a week the number of KFOR troops reached 15.000, while by the end of June the number of troops reached 23.000, and finally by the end of July the number of troops reached 34.000. However, KFOR managed to get structured according to the action plan by the end of this year[3]. According to the agreement on withdrawal pace, in June 20th, the Yugoslavian Military- Police Forces took completely away from Kosovo. After a long discussion between NATO and Russia on 7 July, both parties concluded an agreement for the role and responsibilities of the Russian soldiers under the international mission.

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[1] UNSC Resolution 1244, Annex 2

[2] Wesley K. Clark, Waging Modern War, Bosnia, Kosovo, and the Future of Combat Daily "Zëri" Prishtinë 2003, p.421.

[3] Martti Ahttisari, Duties in Belgrade, Pristine 2008

The process of demilitarization of KLA began on 9 July 1999, this process was managed by KFOR, and the handing over of the heavy weapons according to the agreement, began by KLA in the middle of July and ended within this month.

KFOR began its mission by supporting the refugees and dislocated people to return home, by creating a common security environment, protecting ethnic minorities, securing religious sites, securing the border, banning the contraband at borders, implementing a weapon amnesty program, ammunition and explosives for the whole territory of Kosovo, destruction of weapons and supporting the establishment of civil institutions, laws and regulations, judicial and criminal system, election processes and in other respects in political, economical and societal life[1].

The Peacekeeping mission in Kosovo consisted of different nations of the Euro-Atlantic Alliance not only this but also, the other partner states of this Alliance, provided an understanding demonstration and a coordination of duties to achieve a goal. KFOR and the soldiers of international community have cleaned over 16.000 houses, 1165 schools and around 2000 kilometers of roads of ammunitions and unexploded mines. Further, over 43.000 Kosovo Albanians have been offered medical services within KFOR centers. On the other hand, a lot of people may remember as a barrier the distinctions in our past history, culture, tradition, language or religion, but these should not be as a barrier of our unity for a common organization. As this example was demonstrated by NATO, through its mission KFOR, which has supported and continues to support the establishment of a long standing peace, the establishment of democratic institutions, the creation of interethnic trust and provides a common future for the whole nationals of Kosovo. The values of NATO are present and are being implemented; moreover, Kosovo is an example of presenting the values and NATO efforts to convert these values as the common values of the country. KFOR has continuously supported through activities such as KOSOVISION, which was a mission supporting the Kosovar Society in general, especially supporting communities through building new schools, cultural centers, ambulances, roads and other civil sites. NATO has provided and continues to support in an extraordinary manner the establishment of security institutions in our country, especially supporting the Kosovo Defense Troops, and now is supporting the establishment of Kosovo Security Forces. KFOR has independent competences in the security sector, aiming not to repeat the mistakes conduced in Bosnia, where the civil sector did not have the required capacity for intervention, whereas the Military component could not grab the intervention mandate without the consent of the civil sector.

In the support of KFOR, in terms of cooperation with civil sectors was the component for (Civil-Military Cooperation) within KFOR. "Effective Cooperation Enlarges the Use of Military and Humanitarian assets; further, it enlarges the security of troops and facilitates the quicker transfer of responsibilities to civil authorities"[2]

The challenges for KFOR were huge, especially at the installation of the international administration, after a large number of the returned refugees, on providing shelter for refugees, providing security, which became a 'big recursive phenomenon against ethnic minorities such as revenge against earlier suffering of the major population"[3], and the demolished infrastructure.

KFOR had to care of everything until the administration of UNMIK and Kosovo structures started working. Even currently, KFOR continues to care for the security of the international community in Kosovo, the reforms on protection, foreign defense, the security of religious sites (that almost passed under the Security of Kosovo Police), as well as supporting Kosovo Police when needed. KFOR is largely engaged in the professionalization of Kosovo Security Forces and its civil oversight. KFOR supported Kosovo Security Forces in monitoring and counseling to achieve its full operational capacity and has supported to become fully capable to perform the assigned duties within its mandate, according to the standards specified by NATO. Furthermore, KFOR continues to provide support and advice to Kosovo Security Forces, through a liaison and a consultant team of NATO. KFOR is now focused to provide a secured environment, in those parts of Kosovo where more than one Kosovar ethnicity lives, aiming to secure peace. As such, KFOR cooperates with local and international bodies to build a peaceful environment. This mission remains unchanged; therefore this mission is to provide a secured environment for the whole people and communities in Kosovo, KFOR, continues to conduct this mission in compliance with the mandate of the United Nations.

We may say that from 1999 onwards, that KFOR has played a key role in securing peace, stability and security in Kosovo. However, UNMIK was dealing with issues of legal, economical and societal administration, and if OSCE managed the election and the installation of a democratic system, and if EU contributed to a rapid curing of war damages and injuries. KFOR played a key role in creating a secured environment for the implementation of other policies in Kosovo. In addition,

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[1] http://www.nato.int/kfor/.com

[2] Thomas R. Mockaitis, Civil-Military Cooperation in Peace Operations: The Case of Kosovo, October 2004, Strategic Studies Institute Hom. http://www.carlise.arm.mil/ssi/

[3] OSCE Mission in Kosovo, Kosovo/Kosova-As Seen, As Told. A Report on the Human Rights Findings of the OSCE Mission in Kosovo June to October 1999 (Prishtina: OSCE Mission in Kosovo 1999)

KFOR remains less or not at all opposed by the majority of population of Kosovo, primarily by Kosovo Albanians. This mission is perceived and assessed not only as a peace and security mission, but as a liberation military force for the inhabitants of the territory of Kosovo.

While, the capacity of KFOR to foresee the violence, to locate troops and react adequately was confirmed in March 2004, when KFOR showed that it was an important factor to prevent violence, in addition, the history of KFOR in itself has played an important role in its engagement with communities. Further, even though KFOR mission was not to improve the interethnic relations, it became clear that KFOR was the prior moving force as an accelerant and supporter of interethnic activities. KFOR Mission does not include the promotion of positive interethnic relations, however quite a lot of people consider KFOR among the most important factors for establishment of peace[1]. The peacekeeping contingent of KFOR reduced drastically in 2010, now only 10 thousand troops remained compared to 1999, where 50 thousand troops were installed in Kosovo[2]. Referring to some security experts, we assess that the reduction of peacekeeping troops in Kosovo has come due to the establishment of a long standing security situation as well as due to the strengthening of Kosovo Security Forces itself, such as Police, Special Unit of Police, Kosovo Security Forces which is trained and supported logistically from NATO itself, etc. This anticipation has come from many factors, the most important and the most communicative one for this issue is "the failure of many exaggerated anticipations for revenge in Kosovo". However, Kosovo according to foreign politicians and diplomats now is a "state model" for "peaceful and democratic coexistence". Craig Whitlock wrote on "Washington Post" on 1 December 2009 textually this "Regardless of its problems and hurts increasing, Kosovo has been referenced by lots of diplomats as a trustworthy model of a state building.

But, the presence of a such a large number of military forces, from which Germany dominates with the largest number of forces present in Kosovo, proves that Kosovo even after all these Security Factors, still needs KFOR to stay in Kosovo as it is considered that the conflict hasn't ended yet. To offer some arguments that the conflict has not ended yet and that NATO remains the key factor of keeping balanced peace and stability in Kosovo, we will discuss two important moments of security in Kosovo: the first moment has to do with the period of March 2004. At this time, Kosovo experienced a wide conflict between Kosovo Albanians and Serbs located in its entire territory. The events occurred and run rapidly on 17 and 18 March 2004, nevertheless, some signals for an interethnic conflict between Kosovo Albanians and Serbs were seen even earlier. In particular, on 17/18 March a wide spread of interethnic riots emerged throughout all dwellings. In these riots was assumed to have participated around 50 thousand protesters, this occurred due to a news on TV on 16th of March, where two children were drown on Iber river, because of some Serbs that killed these Kosovo Albanian children in the river in Mitrovica North. This was the last moment and an ample cause that led into a protest and ethnic confront in Kosovo, the riots spread all over Kosovo. The most tensioned area was Motrovica as both parties Kosovo Albanians in the South and Serbs in the North settled barricades of confronts among them[3]. During these riots 21 civilians lost their lives and 1100 others wounded. Churches, Mosques and Monasteries were fired[4]. KFOR was criticized by different structures for its incapability to prevent these events and for lack action. However, the violent react of thousands of people strongly mobilized in protests against continuous provocations of Serbia in Kosovo was disabled. These riots were led by a large number of factors: On 16 February, the Kosovo Police in cooperation with UNMIK Police arrested some officials of Kosovo Defense Troops, former Soldiers of Kosovo Liberation Army under charges for war crimes. On 27 February began the process of Hague for the Former Senior Members of KLA, the Serbian prosecution announced the warrant arrest for Hashim Thaçi and Agim Çeku, while the mission of UNMIK instead of performing its mission for the administration of Kosovo, was directed by Serbia in some cases, especially in the privatization process, whereas the European Union and the Contact Group had declared their platform "Standards before Status" yet, another proposal came from Belgrade for the Canonization of Kosovo. In addition, the high scale of unemployment, the lack of economic development, the blockage of investments and privatization by UNMIK forced Kosovo Albanians to emerge. In this case only KFOR became a single force unbiased by Kosovo Albanians. The second moment is in particular connected to the period right after the declaration of independence, because the government of Belgrade acted in Mitrovica North, with a lot of tools to hinder the settlement of Kosovo institutions Authority. Though, this part of Kosovo has been not controlled by Kosovo institutions since 1999, this area was directed by the parallel institutions of Serbia since then; this part was directed directly from Serbia even though KFOR had its troops there.

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[1] Has the establishment of Peace Brought change in Kosovo, a study on efficiency of Peace Establishment to Prevent Violence : Lessons learnt from March 2004 riots in Kosovo, the Project for Joint Learning of CDA, July 2006UNSC Resolution 1244, Annex 2.

[2] Htpp://www.kosovonews.de/669/kfor

[3] Enver Bytyqi, The imposing Diplomacy of NATO in Kosovo, The Institute of South East European Studies in Tirana, Tirana 2012

[4] Bernhard Chiari: Zuruck in den Krieg? Die Unruhen vom Marz 2004, In: Wegweiser zur Geschichte-Kosovo, Herausgegen vom Militargeschichtlichen Forschungsamt, 2006,seite107

After the declaration of the Independence of Kosovo a hundreds of Serbs came from the territory of Serbia in March 2008 and burned out all border Crossing Points with Kosovo. Since then, the north of Mitrovica remains out of every control and as a consequence the contraband and goods trafficking, organized crime emerged, considering these occurrences the legal state of Kosovo as well as KFOR were endangered, especially KFOR, in the security respects. Observing contraband, organized crime in the north of Mitrovica which was a classic anarchy, Kosovo Police on 15 July 2011, took under control two border crossing points in the North.

From this moment onwards, KFOR faced with a new type of violence performed by Serbian community living in the north of Mitrovica, while the Kosovo Albanians and Bosnians were under pressure, furthermore, the police border check points and customs check points were burned. Serbia installed many barricades on roads; with these barricades they blocked the movement of vehicles and goods, and created serious difficulties. The KFOR troops were forced to react for the de blocking of the situation, but Serbian protesters used their arms several times, Molotov cocktails and stones against NATO soldiers, wounding tens of them[1]. In this confrontation between Serbian protesters and KFOR forces many soldiers of NATO were wounded. In order to cope with this violent situation and blockage of the Serbian Barricades, NATO decided to raise the number of troops in this country, where Germany sent 5 hundred additional troops increasing its contribution for the stability and peace in Kosovo and the region. While, KFOR sought from protesters and from the Serbian representatives that barricades to be removed with no condition with the purpose to create a normal situation of free movement of people and goods. After the intervention of Brussels, the situation calmed for some days, and KFOR opened some barricades, however, the situation got tensioned on 8 December, where the KFOR forces were attacked by Serbs who reset those barricades again which had been removed once by NATO soldiers.

The crises got deeper when KFOR was provoked by a Russian aid convoy devoted for Serbs, though KFOR in cooperation with EULEX stopped it at the border seeking to control and to associate the convoy, but the Russian ambassador did not accept the control and association of the convoy therefore the crises became deeper and it not only affected the region but also, the relation between Moscow and Brussels. The situation improved after the Russian president had a meeting in Brussels. We may consider that the presence of KFOR in Kosovo is still more than needed, not only to provide peace in Kosovo but also in the region, the extension of the conflict in this region of Kosovo goes even beyond and it is not clear yet how long will it take, as the situation is still in danger, and the region may be associated by projects already declared by Serbia, for the division of Kosovo, therefore until this situation does not change KFOR is still needed in Kosovo. As long as Serbia aims to divide Kosovo, the Security Institutions of Kosovo are in no way capable to install the legal state in the northern part or to prevent any potential conflict or the division of this region. KFOR still remains desirable and more than necessary than any other international mission in Kosovo. The stay of NATO in Kosovo is a strategic need, as it is a strong guarantee for peace, security, stability and democratization of the region. NATO has proved to be as a successful accelerant for the generation of effective multi-national forces, such as SFOR in Bosnia Herzegovina and KFOR in Kosovo, capable of ensuring the implementation of peace agreements and to enlarge the basis for the future stability in regional conflicts in the region of Euro Atlantic.

Conclusions

 Kosovo now for 14 years has a friendly and recommendatory relation with direct and indirect missions that act and support for the most precious part of KSF and the former Kosovo Defense Troops, by directing and orienting in accordance with regulations of NATO Alliance. Kosovo needed and will need the support of this mission, to strengthen and orient our military forces on the best possible way. Fortunately, we can succeed if we will have these missions even in the future in any form or manner in Kosovo, to ensure the stability and modernity moving of Kosovo towards Euro Atlantic structures.

The stay of NATO in Kosovo is a strategic need, as it is a strong guarantee for peace, security, stability and democratization of the region. KFOR is the single force that can guarantee the solution of the inhabited problems in the region.

NATO through its mission KFOR has supported and continues to support the establishment of a long standing peace, the establishment of democratic institutions and creation of interethnic trust as well as to provide a common future for the whole citizens of Kosovo.

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The Recognition Of The Independence Of Azerbaijan Democratic Republic In Paris Peace Conference And The Attitude Of Iran

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Abstract

This article deals with the activity of Azerbaijan Democratic Republic, which declared its independence on May 28, 1918 and the relations with the neighboring states, especially, Iran in Paris Peace Conference. In the introduction the political situation in Azerbaijan and Iran after the First World War, Persians' hesitant attitude towards Azerbaijan and its causes, the preparation process of the representatives of the government of ADR for the Paris Peace Conference are discussed and the relations between Azerbaijan and Iran are divided into the periods. It is known that after the collapse of Tsarist Russia, the trends of independence started growing in the South Caucasus. Recognition of the independence by the neighboring states and the international community became the most important issue in foreign policy of ADR. Paris Peace Conference which was convened after the First World War opened up the opportunities for the government of Azerbaijan in the solution of this problem. In the conference Azerbaijan-Iranian joint commission was established and the agreement which consisted of four points was signed. As the result of strenuous activity of Azerbaijan representatives, the independence of the ADR was recognized by the international community on January 11, 1920 in Paris Peace Conference. Iran, which normalized the relations with Azerbaijan in Paris Peace Conference, according to the friendship treaty that was signed on March 20, 1920, declared that they recognized the independence of Azerbaijan.

Keywords: independence, recognition, Azerbaijan Democratic Republic, Iran, Paris Peace Conference

Introduction.

Defeats in World War I and the escalation of internal situation in Russia had led to a deep political crisis. As a result of the February Revolution of 1917, Tsarist Russia came to an end. The Romanov family, who had ruled Russia since the seventeenth century, was overthrown and put an end to monarchy. The overthrow of the Czarism in the South Caucasus, as well as in other colonies of Russian, caused an increase in the tendency of independence. On 28 May 1918, Azerbaijan declared its independence. The government officials of ADR which announced the establishment of an independent state of Azerbaijan to whole world via radio-telegraph since this date began to take its first steps in the field international relations. Recognition of independence both by neighboring states and international community was the most important purpose in front of the fledgling state. The declaration of sovereignty of Azerbaijan appeared at a time when the political situation was intense in the world. So, the First World War had just ended and the winning countries decided to summon a peace conference in order to solve the subsequent fate of the world and regulate relations with the defeated countries (Germany, the Ottoman Empire, Bulgaria and Austria-Hungary). It was very important to participate in the peace conference for recognition of Azerbaijan in the international arena. For this the government began to take the first diplomatic steps and tried to mend relations with neighboring states Turkey, Iran, Georgia and Armenia.

In this time the political situation was much more complicated in Iran. During World War I the territory of Iran had become military operations area. Although Iran proclaimed neutrality in the war, several battles were fought in western Iran between Russian and Ottoman forces. Those battles were major blow to the economy of Iran and led to starvation among the population. The troops of Russia had occupied the northern part, England the southern part and Turkish-German troops the western part of the country. (Olson Wm. J. 1984) After the war, Iran stayed as a semi-colonial of United Kingdom, here the Anglophile government led by Vosuq od-Dowleh was established. At the same time Azerbaijan that declared its independence in the north from Iran, was trying to establish bilateral relations with the neighboring states. On this basis, it was very important to create bilateral relations with Iran.

Generally, ADR-Iran relations conventionally divided into 3 periods:

From May 28, 1918 to spring of 1919. At this stage Azerbaijan repeatedly appealed to Iran for the recognition of independence and establishment of diplomatic relations between two states, but Iran refused to recognize Azerbaijan as Independent Republic.

From the spring of 1919 to the end of the same year. During this period negotiations between Azerbaijan and Iran were proceeding in Paris Peace Conference. The change occurred in Iran's attitude toward Azerbaijan and Azerbaijan-Iran joint commission was established.

From January to April 1920. At this stage, the Azerbaijani-Iranian relations reached its peak. Azerbaijan was de-facto recognized by the international community, as well as, negotiations with Iran at conference resulted in successfully. On 20 March 1920, Iran became the first country that recognized Azerbaijan de-jure.

Methods

To thoroughly investigate this research question was used a comparative-historical method.

Materials

The materials of the State Archive of Azerbaijan Republic, the research works of Azerbaijan, Russian, English and Persian and the sources of the same period were used in this article.

Procedure

This study was approved by the Department of International Relations of the National Academy of Sciences of Azerbaijan.

The importance of this article

The main aim of this study is to investigate the activities of ADR in Paris Peace Conference and international relations between Azerbaijan and Iran from 1918 to 1920. The research of article helps us to learn Azerbaijan-Iran relations in contemporary time.

The activities of Azerbaijan in Paris Peace Conference and Iran

The government of Azerbaijan demonstrated the intention to forge friendly relations with all nations and states, including neighboring states by means of the Declaration of Independence adopted on May 28. First of all, ADR determined 4 main directions of foreign policy strategy:

To live in the condition of peace and kindly neighborhood with the South Caucasus countries and the establishment of comprehensive relations.

Establishment of normal diplomatic relations with the independent republic and governments which formed in Russia and Ukraine.

The recognition of the independence of ADR by European countries and the establishment of formal diplomatic relations.

To build the political, economic and cultural relations with neighboring Iran and Turkey. (Nəsibli Nəsib. 2011)

In order to achieve the consecutive goals, the government of ADR managed to sign the treaty with Turkey on friendship, cooperation and mutual military assistance on June 4, 1918. At this time, the representatives of ADR appealed to the Consulate of Iran and asked the recognition of state's sovereignty. But the Iranian Consulate rejected this appeal, the Council sent the declaration of Azerbaijan representatives back and said that didn't recognize the sovereign government under the name of Azerbaijan, even claimed that the historically lands of Azerbaijan belong to Iran. (SAAR, I 10, w 31) Nevertheless, the steps of Iran didn't discourage Azerbaijan representatives and on the contrary they persistently began to struggle for recognition of young state.

To forge a relationship with only neighboring states was not enough for the government of Azerbaijan to continue its independence. To be recognized by the world's great powers became the utmost priority of Azerbaijan government. In order to achieve this goal, it was very important to participate in Paris Peace Conference. There were a lot of stumbling blocks to implement the struggle for the recognition of Azerbaijan. According to the Mondros reconciliation, Ottoman troops left Azerbaijan and on November 17, 1918 the Allies' army led by General William Thomson came to capital Baku. Despite all the propaganda of Armenian and Russian against Azerbaijan, Gen. Thomson declared that he respected highly the government of Azerbaijan, it's prime minister and that its government would be the only legal power in the country on

December 28. (Həsənli Cəmil.2009) Finally, at the meeting of the Azerbaijani Parliament, it was decided to create a large staff was for attending in Paris Peace Conference on December 7. On December 28, the structure and the plan of action of diplomatic staff which had to be sent to conference were determined. The speaker of Parliament, Ali MardanTopchibashov appointed a leader of delegation. The delegation first arrived in Istanbul and began to deal with visa problem. But the visa problems caused to be late of Azerbaijan representatives to Paris Peace Conference. In November 1918, during negotiations with General Thomson the commander of the Allies in Enzeli, he pledged the participation of Azerbaijan representatives in the conference. After a while, Entente troops under command of General Thomson entered the city of Baku. Both General Thomson and the commander of the British troops in the Balkans and Caucasus, George Milen repeatedly told representatives of Azerbaijan government in their statements that all questionable issues would be solved in peace conference. During the conference a special committee was organized for learning social, economic and political situation in the south of Russia. The committee was divided into 3 parts, one of them was exactly assigned for Caucasus. Another purpose of the staff was to analyze the demands made by the Caucasian states in Paris Peace Conference. For this purpose General Moore who led the Caucasian delegation put some questions to Azerbaijan representatives.

Can Azerbaijan survive as an independent republic from political and economic point of view?

Do you have sufficient material and moral strength for independence?

Can a federation or a confederation be established in the Caucasus or Transcaucasia?

If the Russian Federative Republic is created, would Azerbaijan consider joining this federation?

Do you assume a possibility of being taken under auspices of any other state? (Hasanli Jamil 2014)

The Azerbaijan delegation answered to the questions that they gained independence from Russia and had material and spiritual strength for maintaining steady and eternal independence. Regardless of the existence of any structure in Russia, Azerbaijan categorically refused to be a part of it. The establishment of a confederation in Caucasus was impossible because of hostile attitude and claim of the Armenians on Azerbaijan and Turkish lands.   If there was an issue to accept the guardianship of any state, Azerbaijan representatives declared that they partially preferred America. On condition that America would fulfill the 14 principles of Woodrow Wilson and there was no economic interest to Azerbaijan.

In spite of the conference opened on January 18, 1919, the Azerbaijan representatives arrived in Paris in mid-May after three month of intense diplomatic and political struggle. The members of delegation achieved to meet the president of US, Woodrow Wilson. For the first time, the Azerbaijan issue was discussed at the Council of Allied Powers at the suggestion of Woodrow Wilson among the United States, France, England and Italy on May 2, 1919. At the meeting it was decided to let the newly independent Caucasian states express their views. Finally, on May 28 the meeting of Azerbaijan representatives with Woodrow Wilson took place. This meeting took place on a significant date, because a year ago on May 28, 1918 Azerbaijan had gained its independence. During the first half of the day AlimardanTopchubashov met a member of the US delegation Henri Morqentau who was ambassador of US in Turkey during the war and some important issues were discussed between them. During the second half of the same day, the representatives of Azerbaijan were adopted by the president of US Woodrow Wilson. During the meeting, the head of the Azerbaijan delegation A. M. Topchubashov presented memorandum to Woodrow Wilson containing the detailed information about Azerbaijan. 6 clauses were proposed in memorandum.

That the independence of Azerbaijan be recognized by the members of the Paris Peace Conference.

That the Azerbaijani delegation be admitted to the Paris Peace Conference.

That Wilsonian principles be applied to Azerbaijan.

That Azerbaijan be admitted to the League of Nations.

That the United States War Department extend military help to Azerbaijan.

That diplomatic relations be established between the Republic of Azerbaijan and the United States of America. (Bulleten 1920)

At the same time, AlimardanTopchubashov also said that if these demands were accepted, Azerbaijan would pay off the debts of Russia which were given when Azerbaijan was within Tsarist Russia. However, in spite of all the efforts of Azerbaijan side, Woodrow Wilson's response was not encouraging and he demonstrated hesitant position. He said that, the Conference didn't want decomposition of the world in small pieces and it would be better and convenient for Azerbaijan

to establish a confederation of Transcaucasia could receive the protection of some Power on the basis of a mandate granted by the League of Nations. Woodrow Wilson also noted that, this issue could not be resolved before the issue of Russia. Despitethe negotiations didn't bring the expected results, this meeting was an important event for Azerbaijan side. Because the meeting of newly independent state's representatives with the president of US caused rise of reputation and at the meeting it was decided to send an American mission to the Caucasus. Woodrow Wilson also advised the representatives to present their demands in the peace conference.

Abiding by W. Wilson's advice the Azerbaijan representatives prepared booklet named "The demands of Caucasian Azerbaijan's peace representatives" during the conference. Booklet containing detailed information about Azerbaijan were translated in English and French and presented to other representatives of peace conference.(Tadeusz S. 2004) The demands of Azerbaijan delegation to Paris Peace Conference were also noted in document. The requirements were as follows.

Peace conference must approve the separation of Caucasian Azerbaijan from Russia which declared itself independent under the name of ADR.

The representatives of Azerbaijan Republic must participate in the Peace Conference and be involved its activities.

Azerbaijan Republic must be selected a member to the League of Nations as well as other states.

The representatives of Iran were also participating in Paris Peace Conference, but there were some misunderstandings in the relations with them. During the meeting held in the conference it was decided that negotiations about establishment of bilateral relations with Iran will continue in outside the peace conference. In the spring of 1919, a special delegation led by Ismail Khan Ziatkhan was sent to Iran. Ismail khan arrived in Tehran in April 1919 and held a series of meetings with Iranian officials. In spite of negotiations between two states ended the signing of the agreement which consisted of 14 items, the treaty was exposed to pressure and was not endorse. (SAAR, 970, I 1, w 98) Azerbaijan Republic increased effort for rectification of relations and decided to establish a new diplomatic mission in Iran on July 16, 1919. Adil khan Ziatkhan was elected the head of the delegation to Iran. Etter, the Tsarist Russian's former ambassador to Iran protested the arrival of Azerbaijan representatives at Iran and tried to prevent the establishment of relations. But this time Russia's influence in Iran was weak and his protest was not given the importance. Azerbaijani delegation was greeted very frankly by the Iranian government, even Adil khan was received by the Shah of Iran.

After the establishment of diplomatic relations between Azerbaijan and Iran, talks were continued in Paris. When Aligulu M. Ansari appointed head of the Iranian delegation to Paris Peace Conference on his way to Europe, he was in Baku, met with the delegation of Azerbaijan and suggested organization of confederation of Azerbaijan and Iran. Iranian Foreign Minister related this demand to various reasons.

He noted that the victorious Entente would not meet positive to the signing contract of Azerbaijan with Turkey which was defeated in World War I and supporting of two countries each other in foreign policy. The independence of Azerbaijan will be not recognized by the international Community.

According to hostile attitude and territorial claims of Armenia against Azerbaijan, the creation of the federation of South Caucasus is impossible.

Another reason is existence of Russian threat from North. In such circumstances, it is advisable to create Azerbaijan-Iran confederation.

However, Azerbaijan delegation had rightly objected to this demand. It is true that as a result of the creation of the confederation Azerbaijani lands could be combined. Because the contracts of Gulistan (1813) and Turkmenchay (1828) were concluded between Russia and Iran, divided Azerbaijani lands into two parts- northern and south Azerbaijan. On the other side, this offer may be dropping enslave of Azerbaijani lands again which newly acquired independence. Therefore, the suggestion of the creation federation was rejected.

Azerbaijani delegation confronted some difficulty associated with the territorial claims of Iran in Paris Peace Conference. Iranian delegations informed that the Tsarist Russia had already destroyed, therefore, the contracts of Gulistan and Turkmenchay concluded with the Russian Empire has been violated. They claimed that northern territories of Azerbaijan that formerly was under the authority of Tsarist Russia but now gained independence historically belongs to Iran. The Iranian government considered that the time had came to reclaim from a weak Russia those territories that Iran had lost in the past to a strong Russia and all these territories must annex to Iran. An Iranian delegation was sentto Paris under the leader of Foreign Minister Mushavar ul-Mamalek,in order to present claims before the Peace Conference. It was refused admission on the ground that Iran was not a member of allied and associated nations. Nonetheless, the Iranian delegation

formulated far-reaching demands, in which the salient points were the annulment of all foreign concessions, the abolition of capitulations, compensation for wartime damages perpetrated on Iranian territory, and the inclusion within the boundaries of Iran of Transcaspia, Merv and Khiva up to the Oxus River, of several districts in the Caucasus, including Nakhichevan and of the Kurdish area of Mesopotamia as far as Euphrates. However, the territorial claims of Iran which has no specific role in the World War I were rejected by representatives in Peace Conference. (Lengrowski G. 1949) After the Treaty of August 9, 1919 the participation of Iranian delegation was not allowed in Conference. The Shah's government decided to send a new delegation under the leadership of Firuz Mirza to Paris. After the arrival of Firuz Mirza in Paris, the situation has changed completely.

Analysis

Iran protested the recognition of Azerbaijan's independence in the initial phase of Azerbaijan-Iran relations. What are the reasons of this? It is known that the World War I had just ended, Tsarist Russia was destroyed, the nations of South Caucasus had been seperated from Russia and had gained independence. In such indefinitely time Iran tried unlocking of the course of events, hesitated relations with Azerbaijan. That is why, S. Z. Tabatabaee was appointed the chief of Caucasian extraordinary staff. Because, Tabatabaee had worked as a representative of Iran during 2 years and could better anlyze political processes in Russia.

The decision to use the name "Azerbaijan" drew some protest from Iran. Because, according to the treaties were concluded between Russia and Iran in 1813 and 1828, the lands of South Azerbaijan were subordinates of Iran and Iranian government was afraid that the newly formed state would combine the South Azerbaijan to itself and would create a unified state under the name of Azerbaijan. At such time the entering of Ottoman troops into the area of South Azerbaijan began to worry Iran even more. Iran became anxious that Tabriz province might be taken back from Iran and combined to Caucasian Azerbaijan with the helh of Ottoman troops. For ending these claims of Iran, the heads of Azerbaijan Republic began to use expression of Caucasus Azerbaijan in diplomatic documents.

Iran is also faired that events taken place in Northen Azerbaijan could influence to South Azerbaijan and then this probability justified itself in the liberation movement led by Khiyabani in 1920. In the summer of 1918, Mammed Emin Resulzadeh, the leader of Azerbaijan Republic informed that he often met with Iranian Azerbaijanis in Istanbul.

" They are my old friends. I felt their secret love and passion for the sovereignty of Azerbaijan... most of them had lost their hopes concerning Iran and have their own ideas. The Southern Azerbaijanis have created their own society here based on Turkism and Azerbaijanism. They think we are forgetting them."(Rəsulzadə M. Ə. 2013)

Afterwards Adil khan Ziyadxanli the diplomatic ambassador of Azerbaijan in Iran wrote in the letter dated April 11.

" The Turks of Iranian Azerbaijan are showing signs of brotherly friendship. Iranian Azerbaijan is hoping to gain autonomy, independence and secession from Farsistan."(SAAR 970, l 1, w 98)

The other reason of escalation of relations between the two neighboring states was standing in position against improvement of Azerbaijan-Iran relations. Thus, both Russia and United Kingdom had its own plans about Caucasus and Iran. Even Russia became anxious dispatching delegation of Iran to Caucasus and sent protest to Iran's Foreign Ministry. England which took control the Iran's military, financila, communications and other areas with the treaty of Avgust 9, 1919 intervened the relation of Azerbaijan-Iran, the lettes of Iranian representatives that were send from Baku to Tehran were captured and read.

But after the arrival of Iran's new foreign minister Firuz Mirza as the leader of Iranian delegation to Paris the significant changes in relations happened. There were some factors that caused improvement of relatons.

While going to Europe passing from Azerbaijan and the meeting of shah of Iran with the representatives of Azerbaijan government in Baku played a crucial role in the warming of relations.(SAAR 2598, l 1, w 2)

Caucasus especially Iran was the way to the west for Iran and the transit loads, postal service passed exactly from this. Iran feared that if did not recognize the independence of Azerbaijan, might be deprivedtrade via Azerbaijan. The government of Azerbaijan was also interested in establishing trade relations with Iran. The ambassador of Azerbaijan in Turkey Yusif Vezir Chemenzeminli informed in his letter.

"We would like to strengthen Iran's economy. Because it's products will be traansported via Azerbaijan to other countries and we will benefit from it." (Çəmənzəminli Y. V. 1994)

In addition it was an important factor establishing state against Russia in Caucasus for Iran. Azerbaijan played the role of buffer state between Russia and Iran. If Iran recognized the independence of Azerbaijan achieve bulwark for itself against Russia.

The Muslim factor is very important in improvement of relations. The leader of ADR, M. E. Rasulzade informed in his letters that establishing powerful independent republic in Caucasus must be rejoice the government of Iran in fact.

The changes in the relations between Azerbaijan and Iran

The Anglo-Iranian agreement which was concluded on August 9, 1919 had an impact on the relations between Azerbaijan and Iran. This treaty provided for Britain to supply, at a cost to Iran, administrative advisers, officers, munitions and equipment for the formation of a uniform military forces; to assist in the construction of railways and a revision of customs tariffs; to cooperate in the collection of war compensation from belligerent parties; and to lend Iran 2 million at 7 percent annual interest. Instead of this, Britain obtained a monopoly in supplying administrative advisers as well as military experts and equipment, and Iran's customs' revenues were pledged to repay the loan. (Алиев С. М. 2004) At this time the threat of bolshevism strengthened in Iran. Therefore, to take control of security into the hands of British was favorable to Iran. British wanted to strengthen the control over its colonies in the Near and Middle East and at the same time, to destroy the growing threat of Bolshevism. The agreement which depended itself economically and politically on England was meet with protest both within and outside the country. Entente countries, including the US deprived Iran from attending in Paris Peace Conference. The Iran's delegation in Paris was canceled and it was decided to change the composition of the committee.

A new delegation organized under the lidership of Iran's new foreign minister Firuz Mirza was sent to Europe in September 1919. After that, a complete breakthrough took place in relations. Firuz Mirza made a statement that Iran did not have any claims on the land of Caucasian Azerbaijan, even told would help Azerbaijan for directing England attention to it.

Azerbaijani delegation also tried to take advantage of the British assistance to Iran. Thus, as a result of the activities of both countries' representatives, Azerbaijan-Iranian joint commission was established at the end of October, 1919. Ceyhun bek Hacibekli and Mir Yakub Mehdiyev was selected to commission by Azerbaijan side and Zekov Mulk , Mustan Saris-Seltene by Iranian side. The commission held its first meeting on 29 October and agreement consisted of 4 points was signed between Azerbaijan and Iran. The terms of the agreement were as follows.

Regardless of establishing any power and structure of state in Russia, Caucasian Azerbaijan with the boundaries which was reflected in the map and requisition submitted to Paris Peace Conference, decompose from Rusia for ever.

ADR was established through the general election and is known as presidential, parliamentary, independent and democratic republic. The capital of Republic is Baku.

ADR establishes political and economic relations with Iran in foreign affairs. This relationship is defined by mutual consent of both countries. The consolidation of activities of both countries is desired.

Azerbaijan need the help of United Kingdom in order to achieve the aim mentioned in the previous terms, recognition of independence, protection of any kind of encroachment, security of state, the political, economic, cultural and military development. (АДР – Внешняя политика. 1998)

The most important issue was noted in the fourth terms. According to Anglo-Iranian Treaty of August 9, 1919 United Kingdom had to help Iran. Azerbaijan representatives wanted the same help. But Iran tried to use this desire of Azerbaijan. So, for this purpose Firuz Mirza wrote a letter to British Foreign Minister Lord Cerzon and asked him to take into account the Iran's interests in Caucasus, especially in Baku. (Mədətli E. 2011)

Results

Finally, it should be noted that the negotiotions between Azerbaijan and Iran resulted successfully in Paris Peace Conference and the delegations of each two countries began to continue talks in outside the conference. The head of Iranian delegation Firuz Mirza proposed sending a special committee to Caucasus in his letter that written to Iranian Foreign Minister. At last, Caucasian Extraordinary Delegation under the lidership of S. Z. Tabatabaee was created and sent to Azerbaijan at the end of 1919. On 5 December the meeting of Azerbaijan-Iran Joint Commission took place and brought to attention that there was not only economic and political relations, but also the cultural and religious similarities between two country, a lot of factors combine them, therefore it is important to develop the relationship further.

In addition, Azerbaijani delegation has achieved great success in Paris Peace Conference. Thus, on 11 January 1920, at the suggestion of British Foreign Secretary Lord Curzon, the independence of Azerbaijan and Georgia was known de-facto by international unity in the assembly of the Supreme Council of the Paris Peace Conference on 11 January 1920. On January 15, the representatives of Azerbaijani and Georgian were invited to French Foreign Ministery. The formal decision of Paris Peace Conference about recognition of Azerbaijan was presented to the head of ADR's delegation A. M. Topchubashev in the meeting taken place with the participation of French Foreign Ministry's secretary Jules Cambon, representatives of Britain and Italy, Philipp Kerr and Marke de la Torreta. On March 5, 1920 Azerbaijan delegation successfully completed its mission in Paris Peace Conference and was canceled. (Quliyev V. 2008) According to the decision of the parliament in April 1, the delegation expanded its activities and began to increase the efforts for the establishment of diplomatic missions in France, Britain, Italy, the United States and Poland. At the same time, embassies of various countries were opened in Baku, the capital of Azerbaijan. The recognition of Azerbaijani independence was celebrated with special festivities in capital Baku. On January 14, the diplomatic representatives of foreign countries, including the head of Caucasian Extraordinary Delegation S. Z. Tabatabaee took part in the meeting of Azerbaijani Parliament and said that Iran soon would recognize the independence of Azerbaijan. At the end of 1919, talks held both in Baku and Tehran, yielded its successful outcome. On March 20, 1920 the treaty consists of 4 points was signed between Azerbaijan and Iran. The terms of the agreement were as follows.

Iranian shah's government declared that Iran formally recognize the independence of Azerbaijan.

In order to intensification of friendship and stability of economic relations between two states, contracts about trade and customs, consular, postal, telegraph and etc. must conclude. Via this agreement, the rights of representatives and citizens of both states have been to determine.

For international relations, the special representation-embassy of Caucasian Azerbaijan Republic and Iran will be open in Tehran and Baku.

After signing, contract will be approved by the heads of both countries during a month. (AXC ensiklopediya 2004)

According to the treaty, the diplomatic representations was opened both in Baku and Tehran and Adil khan Ziatkhanli was selected ambassador of Azerbaijan in Iran. In the opening of Azerbaijan-Iran conference S. Z. Tabatabaee and Mammed Yusif Jafarov made speech and noted the importance of consolidation of economic and political relations between two countries after this. Ongoing negotiations between Azerbaijan and Iran resulted in the signing of agreements on postal, telegraph, trade, customs, judicial, transit and consular convention.

Conclusion

Azerbaijan Republic existed for 23 month and during this time achieved success, established diplomatic relations with neighboring states, created embassies. As a result of active foreign policy, ADR achieved the recognition of independence by both the neighboring states and international unity. However, the subsequent ongoing of events took place against ADR. Since the beginning of 1920, the political situation was extremely tense in the country. The main reason of this was already the activation of Soviet Russia and beginning to intrude the internal affairs of Azerbaijan. Since the declaration of independence, Azerbaijan tried to create diplomatic relations with Russia, but Russia rejected all attempts made by ADR for establishing diplomatic relationship between two countries. Even on January 11, 1920 the recognition of Azerbaijan by the Entente countries could not prevent Soviet threat. The aggressive attitude of Soviet Russia towards Azerbaijan was reflected in Lenin's telegram to the member of the Military Revolutionary Council of the Caucasus Front, Orjonikidze, sent on March 17, 1920.

 "It is very critical to capture Baku. Concentrate all your efforts on this." (Kazemzadeh F. 1951)

 On April 28, 1920 ADR was occupied by troops of Soviet Russia and they put an end to the country's independence. The Bolsheviks proclaimed the establishment of the Soviet Socialist Republic of Azerbaijan. Although the existence of ADR was less, it played a major role in the independence's history of Azerbaijani people. After the occupation, diplomatic relations between Azerbaijan and Iran was broken. When Azerbaijan was one of the parts of Soviet Union, the Iranian consulate was opened in Baku, 1971. And finally, after the collapse of Soviet Union, Azerbaijan Republic declared its independence in 1991 and the diplomatic relations between Azerbaijan and Iran were restored in 1992.

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Supplements
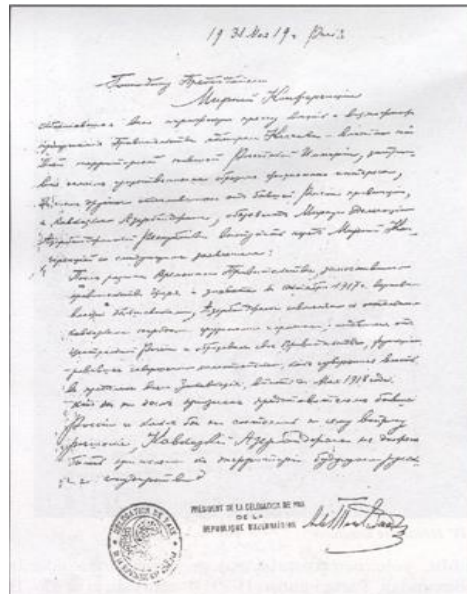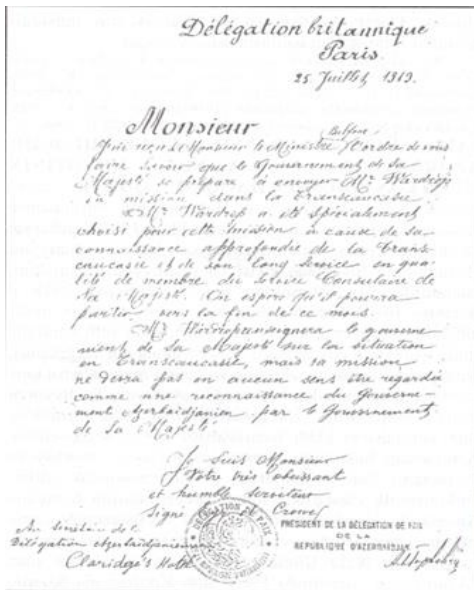
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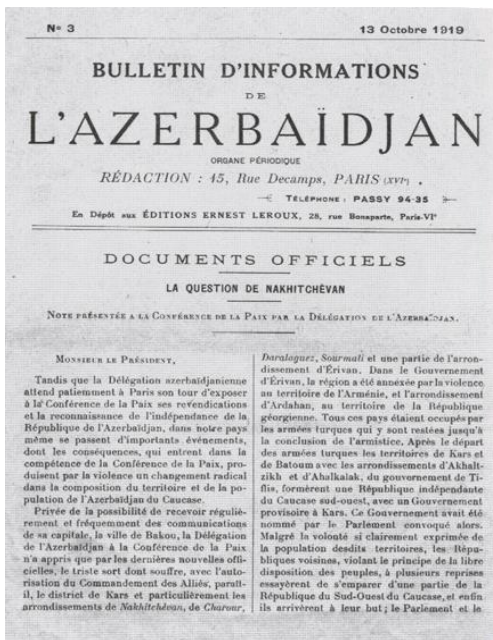
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Azerbaijani delegation in Paris. October, 1919   in French
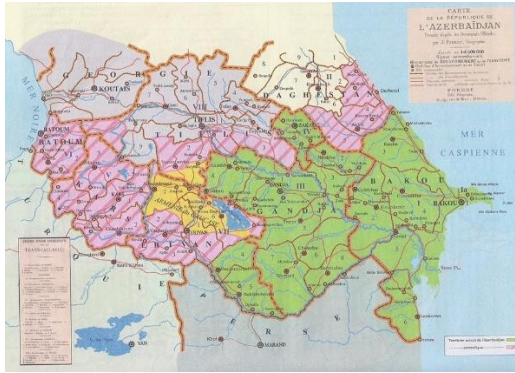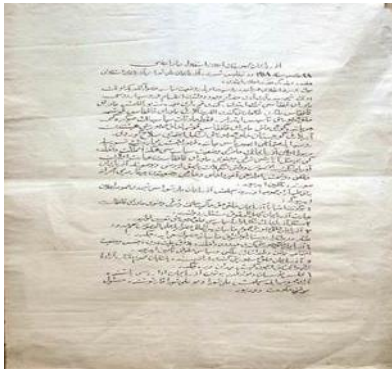
The map of Azerbaijan submitted to Paris Peace Conference

The text of the declaration of independence
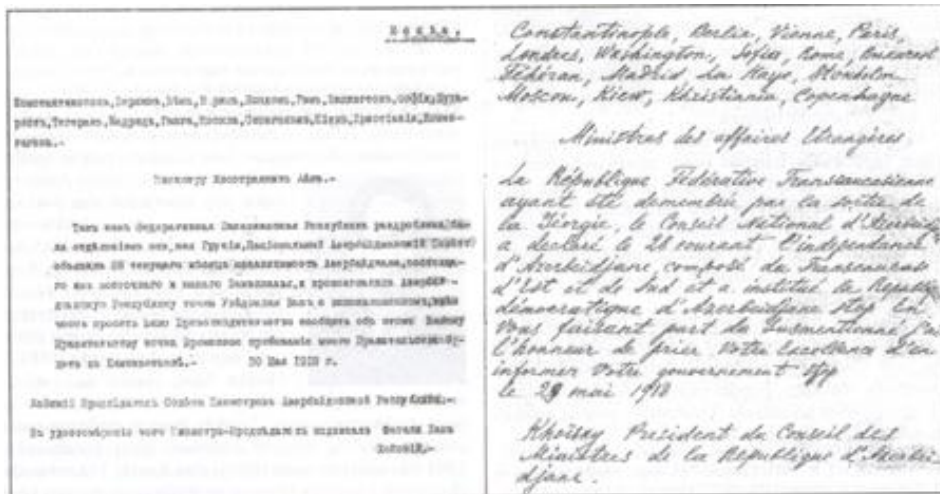
Telegram about proclamation of independence. May 30, 1918

A simple analysis of the tax gap Balkan region

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Abstract:

The main purpose of this study is the creation of a map of the division of the tax gap is to create an informative presentation and an overview of the phenomenon of tax policy. This analysis of the tax gap creates spaces for every interested party and to judge what brings consequences tax gap and what changes need to be made in the tax system a little bit to narrow this gap. One should note that any tax system throughout the world constantly facing the challenges of the tax gap as this is a negative phenomenon inherent in tax administration. A collaboration between policymakers and citizens would be the best solution and the most effective for reducing the tax gap. Creating a special mission in tax administration will serve as a model of good governance. Anyone who wants to contribute to maintaining the same level of tax gap or even worse attempt to increase his will help increase the tax burden on the taxpayers expenses honest. In this paper will be analyzed countries of the Balkan region. Discussion on the tax gap helps to focus attention on the events and lives of fiscal management that is a match with the culture face to face fiscal evasion and tax avoidance. This discussion should provide a light on the dilemma of tax administration, where efforts to promote voluntary compliance in the calculation and payment of taxes need to oppose strong measures to disarm those that do not apply the same principles of voluntary compliance. Tax gap can be assessed through two main models. The first model deals with microeconomic indicators approach or different model down – up. The second model which will apply and in this study has to do with the alignment of various macroeconomic indicators from top – down. Adapting the second model we can measure and evaluate the VAT gap and excise tax gap. But this approach has its limitations, because it gives no explanation as to how the gap is present in different parts of the area measured. Another difficulty has to do with the fact the complexity of the tax system. In this case, it is difficult to measure the tax effects of activities that are not subject to the tax, or for activities that are part of the global exemption from VAT. Being careful in preparing data for tax gap map this study is based on data from the World Bank, HM Revenue, customs of each country included in the study, USAID and OECD.

Keywords: Estimate, Tax, Tax gap

Introduction

The global economic crisis has highlighted the continuing problem of tax evasion. For tax agencies to respond to a significant event prior requires knowing the extent of the problem. Each fiscal system worldwide phenomenon facing the tax gap. This negative phenomenon is almost unavoidable.

This study comprehensively examines recent research on the tax gap. We argue that the tax gap, as defined in conventional terms, is conceptually flawed because it fails to respond to the behavior of taxpayers adequately.

Tax gap is defined by many scholars fiscal expert in the field of scientific research but also scholars. In this paper we will describe the concept of the tax gap and by changing it from tax evasion.

Further study will continue with a description of the methodology used for measuring the tax gap. The methodology used in this study is based on macroeconomic indicators, but it should be noted that this approach has and its difficulties.

In the next section we introduce the tax gap analysis of the Balkan countries for fiscal year 2011-2012 as well as other macroeconomic indicators. What were the causes and consequences of creating this gap and has been its performance from one year to another.

And finally some important suggestions to students about reducing this gap which always falls more on the shoulders of citizens and businesses.

2. What is the tax gap ?

There are several possible definitions regarding the tax gap. Most of these definitions were developed by the tax agencies that have managed to capture the difference between the amount of revenue from taxes and fees that should

realistically be collected in case we would have a fair application of the rules of the income tax and factual were collected. Plumley (2005) states that the definition of the tax gap is divided into three components: failure to have a certain return, under-reporting of income and deductions also relevant exaggeration, failure to pay the full fee reported.

2.1 Evasion, avoidance and quality of service the administration's tax

A country's tax gap arises because of the failure to implement laws and lack of compliance of individual free will to implement these laws. If someone would come up voluntary implementation of fiscal laws (culture and information necessary) then there would be no tax gap. However, if tax evasion will rise, which in turn will bring an increase in the space between the implementation and non-implementation of the law, then the tax gap will widen.

In this way the tax gap grows proportionally the same size as tax evasion. By some estimates, the share of tax evasion in the tax gap goes 80 to 90%.

First, the tax gap is highly related to tax evasion, but when we mention the term tax gap, this does not mean that we are talking simultaneously for tax evasion. Taimor to measure the gap is not so simple as to measure tax evasion. With tax evasion in this study is not meant paying taxes and not through the implementation of relevant legislation: a) filing false forms of income, whether income from business or individual, b) non-declaration and non-payment of part of the undisclosed liabilities, c) the silence of the high costs.

Secondly, the tax gap arises as a result of tax avoidance. With tax evasion in this paper will mean an attempt to reduce the obligations to be paid. This effort takes life by the use of legal gaps or irregularities tax incentives schemes, which do not violate the law but they serve their users to reduce the amount of current liability.

Third, the tax gap is associated with errors in the calculation of tax liabilities and tax culture of a country.

Fourth, the tax gap is also associated with poor quality of service tax administration. Tax gap is more prevalent where present corruption and bribery. All these elements bring an immense loss to the exact amount of duty payable.

2.2 Defining the term "tax gap"

Recently various fiscal authorities and organizations of various non-governmental organizations have studied the informal economy and the tax gap.

In different countries there are different definitions of clarity about the tax gap, but which have the same meaning. Elements of the tax gap in some publications are considered uncollectible as a lot of taxes and fees that are due to non-cooperation and non-enforcement of relevant laws. Evolution of the tax gap does not take into account the fact of non-payment of taxes and fees. Identify at what level the tax gap is going to make all parts of the tax revenues arising from activities being registered, the tax exemption schemes, the tax calculation errors, the errors arising from the self-assessments of tax declarations.

In the case of Albania, in the absence of an official definition and based on several studies that have been published by research organization, have reached a conclusion which can be regarded as appropriate in connection with the development objectives of the tax gap.

Tax gap is the difference between taxes and fees, to which must be regarded as payable to all citizens and businesses, and taxes that currently pay the taxpayers within a fiscal year and collected by the tax administration with its resources and tax agents.

2.3 What is needed tax gap calculation?

The discussion on tax gap helps to focus the attention on the events and lives of fiscal management that is a face match with the fiscal culture, the tax evasion and the tax avoidance. This discussion should provide guidance to the tax administration's dilemma, where efforts to promote voluntary compliance in the calculation and payment of taxes should to oppose strong measures to disarm those that do not apply the same principles of voluntary compliance.

The tax gap helps to validate a trend for future fiscal policy and to support the fiscal debate for all concerned parties to set a clear dividing line between voluntary compliance and not, according to the needs of tax system to adapt for the level of the tax gap.

3. Estimation methodology

Tax gap can be calculated in several ways. One way is based on the level of voluntary compliance. Another approach is based on the type of tax and taxpayer groups. In the calculation that will appear in this paper we will refer to the gap based on macroeconomic model.

3.1 The approach with macroeconomic indicators

This methodology can be applied through the use of the different macro indicators that otherwise could be said a top-down approach (or indirectly). This approach can answers the main question how much taxes and fee should be paid in a certain area? These data derived from the relevance of the declarations and payments, and when compared with the appropriate level of taxes and fees, which must be declared and paid, than results in a difference that is the tax gap. This approach determines the absolute gap that must be filled by making all possible managerial and operational modifications oriented by the fiscal management policy. This approach determines the size of the area or of the activity that escapes taxation by providing the appropriate explanation or reasons why this happens.

But this approach has its limitations, because gives no explanation related to how the gap is present in different parts of the measured area. Another difficulty relates to the fact of the complicity of the tax system. On the other hand, macroeconomic data cannot identify the size of the area and taxes that escape taxation (i.e. tax gap cannot be identify if we have different types of the tax rate of VAT). In summary all as described this is the best way to summarize all activities and taxes, which left traces in national statistics due to their specifications.

3.2 The approach with microeconomic data.

Another approach to evaluate the tax gap is the bottom-up approach, where calculations are based on data from individuals or businesses. When is used these approach should be conducted surveys and the polls about the behavior of taxpayers, getting their answers relating to the tax gap for certain groups of activities and taxpayers. In this way there are included all data that result from the random tax audits, evasion cases audits and survey done from the administration for estimating the industries risks.

audits that performs tax administration have as the main objective identify and correcting the irregularities identified from tax books and reports of businesses from which they have estimated and have paid their taxes. Based on identification of the tax gap on certain activities and selected group of taxpayers the audit result is used as template to serve as guide note for all taxpayers for all the segments that include the taxpayers, and selected activities.

However, if the tax gap is the hidden tax and what is found to a taxpayer is a certain amount of the tax gap, then with extrapolating of results can be made the estimation for the entire segment where is part the taxpayer.

The tax gap according to tax audit, when compared with the approach according on macro data, so we can see what is actually the tax gap. For industries and taxpayers, which have been abject of several tax audits one can be considered that should be closer to the truth about the real tax gap than approach according to macro data. Otherwise can be accepted that the macro data approach is more closer to the reality of tax gap. An important point for surveys is the inclusion of a wider group of taxpayers to make as more as possible a realistic assessment of the tax gap. In surveys is likely to be included more data than can be accessed by tax administration by providing a more accurate assessment of total risk and the type of error made by the taxpayer. In these conditions, the possession of this information could make possible a more comprehensive assessment of multiple data. In the above description of the two approaches one can conclude clearly that what can't manages to fulfill one of approaches can be corrected by another approach, so we have beneficial interest in clarifying the real tax gap.

4. "Tax Gap" Balkan region

In the analysis for the Balkan region, for reasons linked with doubt mentality and sharing of the data and conclusions common is difficult to have an overall approval for the important topics, such as tax gap. Although different country may have other data from these that we have presented on this paper. This mean that there is no problem of calculation and of approach to the sources and information but happens to be underestimated or not to be used correctly, neither sources of information, but either data to assess realistically the phenomenon. Data on the overall tax rates in operation came from

the European Union 2011 edition of 'Taxation trends in the European Union, table 1. This data tended to be lower than that reported by the Heritage Foundation and for reasons of prudence, and because this is a European Union report has been preferred as a result. Data on the overall tax rate and government spending as a proportion of GDP, used for some comparison purposes, came from the Heritage Foundation. Data on spending on healthcare as a proportion of GDP, again used for some comparison purposes, came from the World Health Organisation report 'World Health Statistics 2011', page 127 and following, all of which data has been checked by the WHO with national government. Exchange rate data for translation to local currencies when appropriate came from US Treasury data. Having assembled these various sources of data, the GDP of a state was multiplied by the size of the informal economy in percentage terms to estimate the value of that state's informal economy. This sum was then multiplied by the percentage overall tax burden of the state in question to estimate the total tax evaded in the state. It is stressed that much of the data used to prepare these calculations, whether it be GDP, population data and overall tax rates, is estimated: that is the nature of macroeconomic information. The resulting research findings are also, therefore, by definition estimates.

However, it is suggested that they are likely to be the best possible estimates and as such provide valuable insights into the scale of tax evasion and its likely impact on a country-by-country basis throughout the European Union. The size and development of informal economy is calculated with the MIMIC estimation procedure.

Presented in Table 1, are estimates of the informal economy and tax gap for the Balkan countries for 2011 fiscal year. Comparing the indicators of table 1, one can see that:

Firstly, the data suggests that part of the economy, which is not part of the fiscal system constitutes one third of the GDP of the Balkans. This mean that 1 in 3 U.S. dollars circulating in the Balkans and are not included in the fiscal system and taxable. For 2011 fiscal year this ration is better in Greece (1 to 4) and Serbia (1 to 3.4). The ration is worse in Macedonia (1 to 2.7), Bulgaria (1 to 2.8), Kosovo and Montenegro (1 to 2.9). If compare with the global ration (1 to 6) and in Europe report (1 to 5), the Balkans shows that is far away from the formal economy of EU states and is close to the levels in Latin America (1 to 2.7) and Africa (1 to 2.9).

Secondly, comparing the indicators for the economy for fiscal year 2012 may see that:

Greece and Serbia are still in good position compared with other Balkan countries. We have an informal economy improvement regarding Romania Croatia and while we can not say the same for Montenegro and Macedonia. The economy continues to be their worst levels.

Thirdly, the data show that the informal economy in the Balkan countries, it is the same level at the extent of government spending budget Balkans, a share of 33% of GDP for 2011 and 32.61 % for 2012. This high level tells that tax evasion hidden in this high level of informality is a crime against the democracy in development, but also to society and its morality. This is a social illness that shatters economy that actually needs more funds than in previous periods of trouble moments of global crisis or the impact of global crises of other neighbor countries. The economy and citizens need to increase public services, but that do not take them because of the low level of fiscal contribution to the budget, but also that fact influence the behavior and tax burden of the compliant taxpayers. In similar conclusions can reach everybody if tend to compare statistics with each other.

Finally, it should be noted that some argue that reducing the tax gap during a period of austerity is an in appropriate course of action. Their argument is that all taxation reduces consumer demand in the economy and to therefore collect more tax at this time would reduce demand even more than is already happening and so increase the risk of recession in Europe.

This argument is partial, and false. Whilst it is true that reducing tax rates (in the process increasing a fiscal deficit) is a mechanism for stimulating an economy during a recession because such behaviour should increase effective consumer demand this is a policy that only works when a government deficit results and if it is within the legitimate economy, undertaken with a democratic mandate with the intention of delivering prosperity. Ignoring tax evasion is something very different indeed: that is turning a blind eye to criminality. That criminality does not increase demand, it reallocates the ability to consume from those who should enjoy it according to the democratic mandate (i.e. the government and those they wish to enjoy the benefit of their programmes of spending) to those who are willing to participate in criminal activity. If the government were to spend all the tax it could collect from tax evaders that government spending would stimulate demand just as much as the private consumption of tax evaders does: reallocating that consumption from those with legitimate right to undertake it to those without any such right does not change demand, it just changes those benefitting from the resulting consumption to ensure that those with legal and ethical right to that spending enjoy it and those who currently spend it as the proceeds of crime do not. To argue against tackling tax evasion on supposed economic grounds ignores this fact and ignores the importance of maintaining trust and the rule of law if an effective market economy is to be maintained. Any

reasonable policy reaction to this data on the tax gap in the Balkan countries must focus on reducing the tax gap, and not eliminating it.

5. Conclusion

If compared the average tax gap of Balkans, then Albania is 3.4 percentage point higher. The tax gap with higher level in Balkan can be found in Macedonia for 2011 fiscal year and for 2012 the tax gap with higher level is in Montenegro. The tax gap with lower level can be found in Serbia.

Most of the taxes and fees that determine the tax system (see the scheme of tax gap) are declared and paid voluntarily. Another part of the paid late, but it is part of a voluntary payment as long as they are responsible for payment of interest and penalties related to liabilities that are paid late. But still some of the fees and taxes are not paid at all or that are part of the payment by implementing measures after tax audits and investigations. These revenues, including other revenues that can not be identified, to make up the lost tax revenue.

Tax gap is created by the series of behaviors of individuals and businesses, which are summarized:

 - Negligence or no accountability in accounting estimates and occupancy taxes, and bad consequences as reflected in tax returns

- Lack of knowledge of legislation and obligations with respect to the law

- Conducting deliberate evasion, and the use of tax avoidance schemes for the purposes of reporting or not reporting

- Failure and unpaid obligations

These features also show how to access shared taxes lost. In calculating the gross gap is the gap theory that assesses fees to be paid. In calculating the net tax gap that is left undeclared, unreported and unpaid.

In this evaluation, the tax gap is influenced by the effects of national policy, but also by international law. For the first factor explained above how to influence the creation of the tax gap. Tax gap should be sought between the lack of budget money, derived from the constitutional obligation to pay income tax on the basis of the individuals or businesses with what everyone really pay, expressed as a burden tax. In this process there is a difference relation to the liability for taxes determined for every citizen and business and the collection of the amount due under the legislation in force. However, even if they could adhere to the legal framework for the closed network of "fiscal hole", there remains the possibility of tax evasion and informality, because of the many forms for concealment of income. It is important to distinguish between the tax gap regarding the definition and tax gap created by the tax administration model. In summary both of them, dealing with tax gap.

Having reviewed various studies on tax evasion and how it can help to measure tax revenues, Vaillancourt (2004) apply concludes: "The relationship between the gray and the percentage of income in accordance with ties to the income tax individual is not simple.

Additionally, tax compliance associated with other taxes also must be connected to the black economy, the answer is a little about a lot of poor, which reflects at least care about the use of size of the underground economy to measure the importance of hard - Income tax "(p.93). Finally, while this study has considered the measurement and the use of tax gap estimates, we shall leave it to others about this matter exactly how challenging it can be done elsewhere to reduce the tax gap (e.g. GAO, 2005, 2007, 2012).

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Table 1. Estimation of informal economy and Tax Gap for the Balkan Countries, 2011 fiscal year.

Country	GDP	Budget expenditures / GDP	Health expenditures / GDP	Size of Informal Economy		Tax burden	Tax gap as a proportion of inf. Econ.	Budget exp.' Tax Gap	Health exp.' Tax Gap
	mln $	%	%	%	mln $	%	mln $	%	%
Albania	12,959	28.6	6.8	33.4	4,328	23.1	1,000	27	113.5
Bosnia-Herzegovina	18,088	50.3	10.3	33.6	6,078	41.2	2,504	27.5	110
Bulgaria	53,514	35.2	7.1	35.3	18,890	34.4	6,498	34	171
Croatia	61,789	40.6	7.8	32.1	19,834	26.6	5,276	79	109
Greece	298,734	46.8	10.1	27.5	82,152	30	24,646	17.6	82
Kosovo	6,446	31.9	2.1	35	2,256	23.1	521	25	383
Macedonia	10,165	24.5	6.8	37.6	3,822	29.3	1,120	45	162
Montenegro	4,550	41.7	9.1	35	1,593	28	446	23.5	108
Romania	179,794	37.7	5.4	32.6	58,613	28.1	16,470	24.3	170
Serbia	45,043	21.6	10.4	29.1	13,108	34.1	4,470	46	95
Total/ Average	691,082	35.89	7.59	33.12	21,067	29.79	62,951	34.89	150.35

Table 2. Estimation of informal economy and Tax Gap for the Balkan Countries, 2012 fiscal year.

Country	GDP	Budget expenditures / GDP	Health expenditures / GDP	Size of Informal Economy		Tax burden	Tax gap as a proportion of inf. Econ.	Budget exp.' Tax Gap	Health exp.' Tax Gap
	mln $	%	%	%	mln $	%	mln $	%	%

Albania	12,648	32.3	6	34	4,300	24.3	1,045	26	159
Bosnia-Herzegovina	17,465	50.3	9.9	34	5,938	37.6	2,233	25	127
Bulgaria	50,972	37.3	7.4	31.9	19,930	33.3	6,637	35	176
Croatia	59,228	40.7	6.8	29	17,176	23.3	4,002	17	99.4
Greece	248,938	46.8	9.3	24	59,745	35.1	20,971	18	90.6
Kosovo	6,445	31.9	2	36	2,320	23.1	536	26	415.5
Macedonia	9,612	34.5	7.1	40.4	3,883	30	1,165	35	170.7
Montenegro	4,376	48.8	7.6	41.5	1,816	30	545	25.5	163.7
Romania	169,384	37.6	5.1	29.1	49,291	28.5	14,048	22	109
Serbia	37,489	21.44	10.5	26.2	9,822	36.3	3,565	44	90.6
Total/ Average	616,557	38.164	7.17	32.61	17,422	30.15	54,747	27.35	160.15

Figure 1. Scheme of Tax Gap
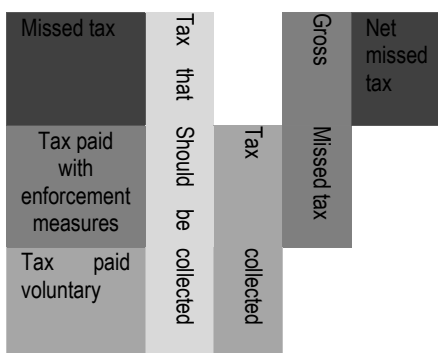
Sources : OECD, 2013

The role of the verbs "to make" and "faire" in the expression of the notion of coercion

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Abstract

The article deals with the role of the verbs "to make" and "faire" in the expression of the notion of coercion. Firstly, a brief explanation of the concept of coercion is presented from different aspects, the phenomenon of impact which forms a part of the structure of this conception, especially, is stressed. After this, the research of the verbs "to make" and "faire" which express namely this impact is presented. It is known that there are some research works about the verbs "to make" and "faire" which express the causality. In those research works just the analysis of some features of these linguistic units is presented, but the reasons of the expression of the process of impact by means of namely these linguistic units aren't explained. That is why in this article this point assumes particular importance, the reasons of the expression of this impact by means of namely "to make" and "faire" are investigated and explained on the grounds of the definite objective laws of language. In order to learning the reasons of the expression of impact by means of these linguistic units they are analysed and investigated like both lexical and functional units. In the research process it is clarified that the extensive semantic opportunities and the transitivity of these verbs allow them to function as a grammatical form which express impact categorically. As well, both of these linguistic units which belong to two different languages are analysed in comparative way, their similar and different features are determined.

Keywords: make, faire, coercion, impact, causality

Introduction

Coercion which is an integral part of the social communication is a wide, complex and abstract concept. The studying of the expression of this phenomenon that has the definite role to adjust the individual, social, legal and etc. relations among people in the society attains a great importance.

What is coercion? If in the narrow meaning coercion is perceived as forcing someone to do something, or someone's feeling of obligation for fulfilling another's any desire, in the wide meaning coercion should be explained as the philosophical concept. Therefore, the concept of coercion can be explained by the several points of view. It is necessary to emphasize that by the different points of view the subjects and objects, the ways and means of coercion are different.

In the history of philosophy till the sophists, thus in the works of Aristotle coercion has been approached as the natural phenomenon (Аристотель, 2005). First time the sophists have explained the concept of coercion as the social phenomenon. Then the approach to the concept of coercion by the legal and philosophical points of view appears (Пучнин А.С., 1999). If as a philosophical category coercion is the act of forcing, but by the psychological point of view coercion is the external impacts which have been directed to the consciousness (will) and the act which has been done by the person who has been coerced (Каплунов А.И., 2004.). In this aspect the subject and object of coercion are individuals. In this case the subject and the object of coercion coincide, that is to say they become identical.

As well, coercion is a complex concept. Thus, this concept includes not only the subject and object, but at the same time the ways and means of coercion, the situation of impact, the predicate of coercion and etc.

And as well coercion is an abstract concept. Thus, the source of this concept is not the thing we can see by our eyes and the thing we can touch by our hands, but the process of impact which is done by one to another.

It is known that each concept finds its expression in less or more degree in language. We noted that coercion is the process of impact that is directed to the individual's consciousness. If there is process, so there is grammatical movement, or action. As is well known, in any language the principal signifier (indicator) of action, movement, or process is the verbs. So, this process of impact should be expressed by verbs and verbal categories.

Method

The comparative and confrontative methods have been used in this research process.

Materials

The study was conducted in the materials of English and French.

Procedure

The study was approved by the department of Theoretical linguistics of Azerbaijan National Academy of Sciences.

Analyses and results

In this article the role of the verbs in the expression of the notion of coercion will be held a discussion. Do these verbs express the lexical meanings as "coerce", "compel", "force" and etc.? Otherwise, what is the role of these verbs in the expression of this notion? That is why, firstly, in our opinion, the lexico-semantic features of these verbs should be investigated. It should be noted that the French verb "faire" has the same meaning with the English verb "make". Both of the verbs have rich semantics and high frequency of use in the suitable languages. In the "English-Russian dictionary" of Muller V. and Boyanus S. the primary meanings of "make" are: "делать (to make); создавать (to create); производить, фабриковать (to produce); составлять (to compose); оказываться (to turn out); заставить (to compel); зарабатывать (to gain); приготовлять (to prepare) and etc (Мюллер В., Боянус С., 1999) In Oxford dictionary "make" is presented as a rich verb semantically, too. (Oxford dictionary) But in our opinion it is not enough to resort to the dictionaries in order to see the forms of manifestation of any lexical unit, generally any linguistic unit directly. For this it is also necessary to resort to the examples of language (speech). So let's see the contexts in which "make" has been used.

In the meaning of to create something: They made maps and named everything they saw. (John Steinbeck, 2001)

In the meaning of to prepare, to brew: Cathy made two cups of tea and took them into the bedroom. (John Steinbeck, 2001)

In the meaning of to produce: I bought him a pocketknife with three blades and a pearl handle, made in Germany. (John Steinbeck, 2001)

In the meaning of to gain, to obtain, to get: Other men took Samuel`s ideas and made money from them, but he never did. (John Steinbeck, 2001)

Son, do you think I can make a profit on that? (John Steinbeck, 2001)

"To make" can also express the meaning of "to generate", "to beget" : His breath made little high sounds. (John Steinbeck, 2001)

"To make" can be used with the abstract nouns such as "mistake", "joke", "attempt, "effort", "try", "plan", "desicion". (John Steinbeck, 2001)

Catherine was clever, but she made one serious mistake. (John Steinbeck, 2001)

Doctor made his standard joke. (John Steinbeck, 2001)

Samuel made a few attempts. (John Steinbeck, 2001)

She made a great effort. (John Steinbeck, 2001)

Later in the year Adam made his great try, and it was a sensation in a year of sensations, both locally and internationally. (John Steinbeck, 2001)

Always she had been a good student, but now she began to make plans for the future. (John Steinbeck, 2001)

He made his decision. (John Steinbeck, 2001)

As seen, "to make" has been used in the different meanings in the same text. Although more examples came across us in the text, we didn't consider to present all of them. Because the purpose of the research is exploring the role of these linguistic units in the expression of the notion of coercion, but not the investigating the lexico-semantic features of these verbs. In order to elucidate the reasons of the expression of coercion by these linguistic units, we simply considered to investigate and present the lexico-semantic features of these verbs. It's possible to advance the same idea about the French "faire", too. Let's present the explanations which exist in the dictionary.

Donner l'être ou la forme (,), produire (to produce, to generate), fabriquer (to produce), opérer (to realise), exécuter (to execute, to fulfil), construire (to construct), façonner (to give a form)

Être cause de (be cause)): l'argent ne fait pas le bonheur. (Money doesn't make happiness)

Se faire (to take place, to happen) (http://dictionnaire.tv5.org/)

In our opinion in order to see the contexts in which the verb "faire" can appear we should resort to the examples of the suitable language (speech). Thus, let's see the examples.

In the meaning of to produce, to create, to prepare:

Ils étaient faits d'une soie antique d'un bleu foncé qu'étoilaient par places   de grandes fleurs de lis brodées d'or. (Guy de Maupassant, 1883) (They were made (produced of the ancient dark blue silk which was sparkling by the big lily flowers embroided with gold.)

In the meaning of to be, to happen, took place:

Je ne sais comment cela s'est fait...(Guy de Maupassant, 1883) (I don't know how it has happened)

In the meaning of to become, to turn:

M'est avis que ça ferait un joli couple tout de même. (Guy de Maupassant, 1883) (To my mind, it would make (become) a cute couple anyway.)

The verb "faire" can also be used with the abstract nouns such as "erreur" (error), "blague" (joke), "effort" (effort), "essai" (test) and so on.

Le baron, de son côté, méditait de grandes entreprises agricoles ; il voulait faire des essais,... (Guy de Maupassant, 1883) (Baron, meanwhile, was meditating large agricultural enterprises; he wanted to test ...)

It is used in order to show the the state of weather:

Il fera beau dans l'après-midi. (Guy de Maupassant, 1883) (It will be cool in the afternoon, or the weather will be good in the afternoon.)

It becomes clear from the examples we have presented that both verbs are the polisemantic verbs which can be used in different contexts. And it is also clear from the examples that the contexts in which the verb "faire" has been used are almost identical, or the same with the contexts in which the verbs "make" has been used. Observing and analysing the contexts in which these verbs have been used, we come to the result that although both of the verbs can be used in different contexts in the suitable languages, there is a common feature (side)-common semantics that generalize all of them. Analysing the contexts in which boths of these verbs have been used, it is possible to come to such a result that these verbs have the meaning of creating, generating, producing something. That is to say, the common meaning that combines these meanings is to create something. Our principal purpose is to learn the role of these linguistic units in the expression of coercion. But on this way, investigating the lexico-semantic features of these verbs was our first step. It became clear that these linguistic units don't express the coercion as the lexical units. That is to say, "make" and "faire" don't have the lexical meaning of "coerce", "force", "compel" and etc. But then what is the role of these linguistic units in the expression of coercion? Such a question arises: Can these linguistic units be the indicators of any grammatical category in language? Can these linguistic units be the grammatical form whic expresses any grammatical meaning? If this is so, why namely these linguistic units?

In fact, "to make" and "faire" aren't only the lexical units that express creating something in the suitable languages, but the form that aims to grammatical expression of causality. Causality (causation) is the expression of the relation of cause-result. In Latin causare express cause. When it is said causality, or causation, it doesn't mean the situation, or event that causes, or brings about, it means exactly the relation of cause-result. The linguistic units which have been talked about convey namely this relation-the relation of cause-result, or cause-effect grammatically (Silnitsky and Nedyalkov-causation). It's possible to research the expression of this relation by the way of analysing the causative situations. At this point, the nature of causative situations should be clarify. What is causative situation?

Nedyalkov V.P. and Silnitsky G.G. note that "reality can be presented as the mass of events and situations. There are the simple situations. They can be called the microsituations... There are the complex situations besides the simple situations. They can be called the macrosituations. (Недялков В.П., Сильницкий Г.Г., 1969) The authors call a type of macrosituations as causative (causative situation-L.Y.) They note that "CS (causative situation-L.Y.) consists of at least two microsituations whose parts are connected with each other by the relation of causation. (Недялков В.П., Сильницкий Г.Г., 1969)

The same authors note that "the microsituation of cause is the antecedent of CS, the microsituation of result, or effect is the consequent. They determine at least five constants in the causative macrosituation. The relation of causation is marked as k and this constant is noted as the definable constant of causative macrosituation by the authors. They note that besides this constant CS has the four constants. Thhey are: agens, the subject of the antecedent of CS (ri), the case that causes (si), patiens, the subject of the consequent of CS (rj), the result (sj) (Недялков В.П., Сильницкий Г.Г., 1969).

So, the principal constant of causative situation is k, the relation of cause. This is called causation, too. It is impossible to debate the existence of causative situation without this constant. In different languages, even in a language this constant can be expressed by the different linguistic means and not only in the same level, but also in some levels. The purpose of the resaerch isn't determining the ways of expression of causality, or the relation of cause in language. That is why we don't need to give a broad explanation about this. At this moment of the research the purpose is to determine the role of "make" and "faire" in the expression of k (causation), which is the definable constant of causative situation. We had noted that the expression of this constant is possible in some levels. But in which levels of language do these linguistic units express this notion? It is known that there are the words which have the lexical meaning of to cause in languages, so they express the causation in the lexical, lexico-syntactic levels. "To make" and "faire" set up the expression of this relation in the sutable languages. That is why firstly we should elucidate that these verbs have the lexical meaning of to cause, or not? Once more we think to resort the explanatory dictionaries of the suitable languages and then to continiue the research on the base of the materials of language (speech). In the explanatory dictionaries of both languages we observe the explanations of these linguistic units as to be the cause of something.

To make-Cause (something) to exist or come about; bring about (http://www.oxforddictionaries.com/)

Faire- Être cause de (to be the cause of): l'argent ne fait pas le bonheur. (Money doesn't make happiness.)(http://dictionnaire.tv5.org/)

As we know, in the explanatory dictionaries either the lexical meanings of the words are presented, or the contexts in which the words can be used are explained. In our opinion, these verbs don't have the lexical meaning of to cause, although they have this meaning in the dictionaries. But to our mind these verbs express the meaning of to cause indirectly in definite context. Thus, the semantics of the verbs "make" and "faire" includes this meaning. Then what is the reason of this? We investigated and presented the lexico-semantic features of these verbs and came to a result that these verbs have a common meaning that is to create, to generate, to produce something. If we create, or, generate something, we cause the same thing to exist. In this terms there is the meaning of to cause in the nature of these verbs. Let's explain our mind on the base of the exapmles.

His breath made little high sounds. (John Steinbeck, 2001)

L'argent ne fait pas le bonheur. (http://dictionnaire.tv5.org/) (Money doesn't make happiness.)

In the both examples, as we have seen, the verbs we talked about don't express the lexical meaning of to cause. But they convey the causing indirectly. Thus, if his breath has made sounds, then he has caused the sounds to happen. Or, if money doesn't make happiness, so, the cause, or reason of happiness isn't money, that is to say, money isn't the reason of happiness. Therefore, these verbs can express the meaning of to cause with depending on the context, although they don't have the lexical meaning of to cause.

In our opinion any grammatical form doesn't appear suddenly for expressing any grammatical meaning. The progression always begins from the lexical unit, that is to say, from word to affix, or to other grammatical form and etc. The progression of these linguistic units has also continued in this way. Both verbs are transitive. Generally, the transitivity is very strong in these verbs. If there is impact, then there is the reason, or cause for changing. It isn't a coincidence that these verbs express to create the change of the state, or mood and therefore, they express to cause the one's mood, or state to change indirectly. For example,

I can't drink it. It makes me sick. (John Steinbeck, 2001)

Love and fear made him cruel. (John Steinbeck, 2001)

She was not afraid of him, but he made her uncomfortable. (John Steinbeck, 2001)

Homme de théorie, il méditait tout un plan d'éducation pour sa fille, voulant la faire heureuse, bonne, droite et tendre. (Guy de Maupassant, 1883) (Man of theory, he meditating a good education plan for her daughter, wanting to make her happy, good, right and tender.)

Or, un soir, son père lui dit : « Fais-toi belle, demain matin. » (Guy de Maupassant, 1883) (One evening her father told her: "Make yoruself beautiful tomorrow morning.)

It is clear from the examples which belong to English and French that "make" and "faire" express to put the object of impact from one case to another. Analysing these examples it is possible to come to suach a result : These lingusitic units are the lexical units. They are transitive. It is known that for the causing the impact is important, necessary. Besides that there is activity in the meaning of these verbs. Thus, they convey the meaning of to create something. The polysemy, active meaning and transitivity of "make" and "faire" has allowed them to develop to the grammatical form that express causation.

In the examples we have presented till now these linguistic units are the lexical units. But now we will approach them as the grammatical form that express causation. We had noted that there should be the impact for the causation, because causation can't happen without impact. "To make" and "faire" have strong transitivity, that is why they can be used as the grammatical form that expresses the relation of cause. Let's see the examples.

Her small, heart-shaped face and her wide-apart blue eyes made her look innocent.

si   ri   si   ri   k   rj   sj

She made it sound like a lie. 21 (John Steinbeck, 2001)

 ri   k   rj   sj

It made him shiver… 35 (John Steinbeck, 2001)

 ri   k   rj   sj

...elle avait lu Corinne qui l'avait fait pleurer... (Guy de Maupassant, 1883)   ri   rj   k
sj

(She had read the Corinne which had made him cry.)

Une force inconnue faisait se rencontrer leurs yeux qu'ils levaient au même moment   ri
k   sj   rj

 comme si une affinité les eût avertis. (Guy de Maupassant, 1883)(An unknown force (strengh)were making their eyes they have raised at the same moment meet, as if an affinity were warning them.)

L'astre dardait ses flammes, faisait fondre cette nuée brillante. (Guy de Maupassant, 1883)

 ri   k   sj   rj

(The star was shining, was making this brilliante could melt.)

La clarté sereine de cette matinée faisait s'éveiller comme un écho dans leurs coeurs.

ri   k   sj   rj

 (Bu səhərin səssiz aydınlığı onların ürəklərində sanki bir əks-səda oyandırırdı.The serene clarity of this morning was waking an echo in their hearts.) (Guy de Maupassant, 1883)

In this examples which belong to the English and French k (causation) has been expressed accordingly by "make" and "faire". In our opinion It will be easier to start to explain from the result for understanding. In these causative situations we can note that in the first situation her innocent look, in the second it sounds like lie, in the third her shivering, in the fourth her crying, in the fifth the collision of their eyes, in the sixth the melting of the cloud, in the seventh the waking of an echo in their hearts as a result [rjsj]. Naturally, there is result, so, there has been the reason, or the situation of cause. [risi] indicates the situation of cause. The relation of the cause (causation) has been expressed by the linguistic units which have been signed k. These linguistic units are "make" and "faire". Thus, "make" and "faire" function as the grammatical forms that express the causation in these examples. They don't have the lexical meaning in these positions. Because these linguistic units don't express the causation as the lexical units. They express the causation, or causality by the grammatical way. If we take them from these examples, then only the situation of result will bes expressed, but not the cause, or the situation of cause. For example, in the first as a result she looks innocent. The reason of this is her eyes, her face. The causation has been expressed by made. In the fourth situation she has cried. This is a result. The cause is Corinne (novel). The causation has been expressed by faire. That is to say only the result can be expressed without make and faire, but not the causation. Why? Because the impact is essential in this situation. A situation can't provoke another situation without the phenomena of impact. In the examples the verbs to look, to sound, to shiver, pleurer (to cry), se rencontrer (to meet), fondre (here to melt), s'éveiller (to wake up) that express the result are the transitive verbs. That is why these verbs can't express the causation. To make and faire are the polysemantic transitive verbs which have the high frequency use in the suitable languages. Thus, the impact is expressed by means of these linguistic units. Namely lexico-semantic features and transitivity of these linguistic units have allowed them to develop into the grammatical forms that set up the expression of transitivity grammatically. Although this form has been generated from the lexical units, when it expresses causality, it isn't

e lexical unit, it functions as the grammatical forms that expresses causation. But how do these linguistic units express the coercion?

It becomes clear from the information of the nature of the notion that coercion is the act which has been directed against the individual's will. It is possible to come to such a result that coercion is connected with the impact that directs into the individual's consciousness (will). Thus, in this situation impact is the principal phenomena. It's meaningless to talk about the existence of coercion without impact. If coercion is connected with impact that is directed into the consciousness, then in spite of the aspects of approaching the objects of coercion are conscious beings, that is to say, humans. Why do namely these linguistic units express this impact? The reason is the lexico-semantic features and transitivity of the lexical units of the same name.We should note that in the macrosituations which have been presented above there is the expression of a process of impact that it's the relation of cause. But in the situation of result there isn't the expression of impact. It isn't not coincidence that in the situation of result the action has been expressed by means of the intransitive verbs (Fondre is both transtive and intransitive.). But in the macrosituation in which the coercion exist we can see the expression of two successive processes of impact unlike the previous situations. The primary impact is directed to consciousness. It is expressed by means of "make" and"faire". But the second process of impact is the process which has been executed in the situation of result. It's not coincidence that last process, or action is expressed by means of the transitive verbs. Because in the situation of result the impact of the object of coercion to any object against his desire, but according to the desire of the subject of coercion. When this process of impact which has been done by the object of coercion is directed into itself, but not into other object, the verbs can be intransitive in the situation of result. Let's see the examples.

He made them do exercises and march for miles carrying bags full of stones on their backs. (John Steinbeck, 2001)

 "You'll make me cry-don't make me cry," said Faye. (John Steinbeck, 2001)

I'll make you beg to get in here! (John Steinbeck, 2001)

But something made him decide to turn off Walton Street and drive slowly towards the canal. (Colin Dexter, 1991)

On his death bed he had made his wife, aunt Reed, promise to look after me like her own children. (Charlotte Bronte, 1990)

Je l'ai vendue pour faire réparer les Peuples où nous habiterons souvent désormais. (Guy de Maupassant, 1883) (I solt it for repairing Peuples where we will live henceforth.)

Parfois l'engourdissement d`une position prolongée lui faisait rouvrir les yeux. (Guy de Maupassant, 1883) (Sometimes permanent numbness of position was making her reopen her eyes.)

`Ils venaient souvent me faire réparer des meubles anciens, parce que je suis habile dans le métier. (Guy de Maupassant, 1883) (They were often coming to me for repairing the ancient furniture, because I am skilled in this art.)

J'ai essayé de me faire battre par lui. Il n'a pas voulu. (Guy de Maupassant, 1883)

(I essayed to make me beat by him. But he didn't want)

Son mari, à tout moment, se plaignait des privations qu'elle lui faisait endurer. (Guy de Maupassant, 1883)

(Her husband was always complaining of the deprivations she made him endure.)

 In English examples the action that has happened, or will happen as a result has been expressed by means of the verbs do exercises, march, beg, decide, drive, promise, but in French examples by means of the verbs réparer, rouvrir, réparer, battre, endurer. As we have seen from the examples the process of impact which has happened for the execution of the action which has been expressed by these verbs has been expressed by the finit and infinitive forms of the auxiliary verbs "make" and "faire". In these examples the expression of the notion of coercion is observed. The next question is: In which levels of language do these linguistic units express the notion of coercion?

 Bessalov A.Y. divides the causatives as two groups and ascribes "make" and "faire" into the assistant causatives. The principle is that the causative verbs express the main constant in pure form, or combining another. (Бессалов А.Ю., 2010) Pauli Salo calls the construction which is signed the causative word like make as analytical causative. But he ascribes the linguistic units which have the lexical meanings as help, cause and so on in the same position, too. (Pauli Salo, 2003) But to our mind these shouldn't ascribe to the same group. Because we don't consider "make" and "faire" as the lexical units in this position. In our opinion, these linguistic units are characterized as a morpheme. To cause, to help and others like these are always lexical units in that position, too. Kulikov L. notes that "for instance, English make + INF, German lassen + INF, French faire + INF constructions are syntactic causatives, while English cause to + INF, German zwingen zu + INF, Russian

zastavljat' + INF are not. There are a number of syntactic and morphological criteria and features for distinguishing syntactic causatives (monoclausal CCs) from non-fused biclausal CCs; (where biclausal CCs are called 'periphrastic causatives' as opposed to 'same predicate' causatives) and the extensive literature on the clause union features. Thus, verbs like German lassen or French faire in syntactic causatives lack many typical features of independent (non-auxiliary) verbs; in particular, they cannot have their own arguments, and they typically do not passivize (cf. (4 d)), etc.: (Kulikov L.I., 2001) Indeed, although these forms passivize, change in accordance with time, person, but they don't change as a lexical unit. In fact the changing happens to the action which occurred in the result. Pauli Salo writes about faire: One problem concerns the status of faire: why does it appear as a separate morpheme? Why can certain adverbs appear between faire and V? Why is it the faire that is inflected for tense and person, and not V that is infinite? Basically, I will adopt the hypothesis proposed by Aissen according to which faire is to be categorized as an auxiliary. Taking only some of the relevant evidence at this point, let us consider the perplexing feature of the Romance faire causative that certain quantiters are allowed to appear between the causative faire and the infinite verb. One such quantiter is tout, `everything,' as illustrated below:

il fera tout sauter

`He'll make everything blow up.'

Assuming that faire is auxiliary, we might expect the same to be true of English grammatical participles. This is indeed so, as shown in (a-c) below.

 a. they had gone home

b. they had all gone home

c. they all had gone home

What we see here is that the auxiliaries indeed behave similarly with respect to faire causatives. Crucially, some adverbs may occur between faire and the infinitive in French, but this is also true of auxiliaries and main verbs, as in il est certainement parti, `He has certainly left,' in which the adverb certainly intervenes between the auxiliary est and left. The same is true of the negative particle pas… Finally, it is the faire causative which inflects for tense and person, exactly as auxiliaries do. Thus, there is evidence that faire is comparable to an auxiliary, although now it must be admitted that no theory of auxiliaries has been presented in this study. I will return to this matter in Chapter 6.4, in which I claim that most auxiliaries are Last Report options for providing hosts for inflectional features. In the chapter 6.4 the author again touchs upon this problem: "For instance, I have suggested that the argument structures of Romance faire causatives behave as if they correspond to a single predicate at the lexico-logical form, given the fact that there are some well-known complications concerning the distribution of certain grammatical participles: for example, the verbal complex faire + V seems to consist of two fused verbs. However, this can be explained if we assume that faire is a particle created as a `last resort,' comparable to auxiliaries.

Grammatical particles like copulae are created when a constituent itself cannot inflect for a strong feature. In faire + V causatives, it is the causative particle faire which, like other grammatical extensions, inflects for tense, number and gender. The predicate itself appears in an infinite form, which is some kind of verbal form not inflected for tense. Thus we may speculate whether, for some reason, the predicate inflects for a strong feature, say increased adicity at the lexico-logical form, and the morphological component assumes a grammatical participle, in this case faire, in order to realise the required strong in°ections. It is this participle that inflects for tense as well. This hypothesis, with its relevant visible structure, is illustrated below:

a. on a [(fait sortir) Jean de sa chamber]

b. elle a [fait (faire sauter) le point μa son ⁻ls]

The verb has undergone an extension" in terms of the grammatical participle faire that ought to take all inflections: it is then not present at the LLF level. Indeed, this is just the case. In example (b), this process has been applied twice: the sentence means `She had her son make the bridge blow up.' If this hypothesis is correct, then the faire participle is to be categorized as an `auxiliary verb,' comparable to grammatical participles such as perfective auxiliary have. Note, however, that the faire participle is not a syntactic head, nor does it have its own projection at the LLF level - indeed, there is no such constituent at LLF. It is expected that the infinitive verb and the faire participle form a highly integrated or `fused constituent' in syntactic terms. This is indeed what happens in the case of Romance faire causatives. How integrated the hosts and their auxiliaries are depends on Morphology: they are not totally integrated since some elements can intervene (Pauli Salo, 2003). The author has talked about faire and has explained this linguistic unit as an auxiliary in the expression of causation. He has approached to this linguistic unit as a grammatical form, not a lexical unit. We also support this opinion. Ascribing the last

opinion to English make we can say that both linguistic units are the grammatical forms when they express the causality, as well as, the notion of coercion. In that position they are characterized as the morphemes. The languages are inflected, that is why those forms have been integrated with the predicates and depending on just their morphological structures they haven't been integrated completely. Thus, both linguistic units are the grammatical forms that express the categorical meaning in that position.

What is the common feature of these linguistic units which belong to English and French? Both verbs are the polysemantic verbs which are used in the suitable languages and have the same lexical meaning. Both verbs have been developed from the lexical unit to the grammatical form. In this progress there is the role of the lexico-semantic features of these verbs. Both linguistic units are the grammatical forms that express the causality in the suitable languages. And thereby, both linguistic units express the notion of coercion more or less degree.

In the result of the research it becomes clear that these grammatical forms we have analysed and investigated in comparative way are distinguished (differ) from each other by the definite features. Firstly, it's necessary to note that these linguistic units belong to two different languages. In the result of the research it becomes clear that these linguistic units have many common features by the lexico-semantic and functional sides. But from the functional point, from the point of the attitude of these forms to predicate and from the point of the expressing coercion some different features are revealed. What are those different features? The mean of expression of the object of impact which is expressed by means of these linguistic units is situated (stands) between make and the verb which express the result in English. Let's see this sentence.

"I'll make you beg to get in here!" (John Steinbeck, 2001)

Here the pronoun you which expresses the object of impact stands between make which expresses the impact and the verb beg which expresses the action that will be occur in the result of that impact. But faire stands near the verb which expresses the action that occurs in the result of impact. The word which expresses the object of impact never stands between them. For example, in the sentence of "J'ai essayé de me faire battre par lui" faire and battre (beat) have been used side by side. In the liguistic literaries we meet such a an idea that "the French verb faire displays a stronger causal link than its English counterpart make, since the predicates of cause and result are less remote with faire than with make.(Sami Chatti, 2012) But we don't accept this opinion. Thus, let's see the use of the utterances which express causality both in English and in French.

The judge made him tell the truth.

Le juge lui a fait dire la vérité.

As we have seen, in both sentences the causation (the relation of cause-effect) has been expressed in the same degree. But the structural difference comes from the progression of morphological structures of the languages.

But these linguistic units don't express the notion of coercion in the same degree. In the result of the research it becomes clear that faire expresses causality more commonly than make. Thus, make has been specialized for expressing namely coercion in English. But faire is suitable for all causal relations in French.

Ils venaient souvent me faire réparer des meubles anciens, parce que je suis habile dans le métier. (Guy de Maupassant, 1883) (They were often coming to me for repairing the ancient furniture, because I am skilled in this art.)

Here faire expresses causality adjoining the verb réparer (repair). The pronoun me is the person who does any work which is consigned to himself, that is to say, the object of the impact which has been expressed. That person repairs the furniture they have brought. But there isn't any coercion. It is true that the reason of his reparing furniture has been the desire of others. But it hasn't happened by means of coercion. Repairing furniture is his job. Thus, he is responsible for this work. In English in this position the auxiliary verbs to have, to get are used. But make expresses mainly the causality which occurs by coercion, incitement. As a result, we should note that faire expresses the causality more commonly in French, but make is used for expressing the causality which occurs by namely coercion.

There is an interesting point else. It is related to the thought we have emphasized before this. Although we have met the use independently of make, but we can't say it about faire. Let's present the English examples.

"...You told me once you wanted to work. You're going to work."

"I don't want to!" she cried. "You can't make me. I'll call the police!" (John Steinbeck, 2001)

As we have seen, make and work haven't been used in the same sentence. So, make has been used independently. Let's see an example else.

"Well, it's too late. I didn't want to drink the wine. But you, you nasty fat worm, you made me." (John Steinbeck, 2001)

In this sentence the case is the same. In our opinion it doesn't need a suplemantary explanation. But in French we didn't meet such a case.

Such a question appears: has the ability of expressing causality by means of coercion allowed this linguistic unit to be used independently, or has the ability of being used independently allowed this unit to develop into the grammatical form which can express the causality having the lexical meaning of coerce, compel? All thoughts we have told and the facts of language prove that the first idea seems reasonable. So, make have developed in this way : make has been a polysemantic transitive verb, then the lexico-semantic features and trnsitivity of this verb have allowed it to develop into the grammatical form (auxiliary verb) which expresses impact and namely the lexical origin have stimulated it to specialise as the grammatical form which exspesses causality and thereby it has been used as an independent verb that expresses the lexical meaning of to coerce. In our opinion, initially, this verb hasn't had the lexical meaning of to coerce.

Conclusion

As a conclusion, we should say that in the beginning both linguistic units have been the lexical units, rich semantics and strong transitivity have allowed them to develop into the grammatical form that expresses impact. The expression of impact by means of namely these linguistic units wouldn't appear simply, or causelessly. Because in any language the appearance of any grammatical form itself happens on the basis of the definite conformity.

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Nature Of Certain Criminal Acts Against The Propperty Foreseen   By Kosovo Legislation Overviewed By Material Target

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Abstract

Crimes against property in generally and in particular those directed against property represent a challenge to the country's economic development, the legal system in general, and the wealth of natural and legal persons. Kosovo and other countries also in the region, have given legal criminal protection to the public and private property,through criminal legislation and other legal acts. Therefore my definition in this paper is to analyze several offenses against property, with special emphasis against property, observed by material target. Nowadays there is no doubt that this group of offense. Cause to Kosovo's economy and its citizens millions of euros, which fact we actually support, often because, whether the property is either public or private, is attacked by the negligent actions of different persons, through arson, destruction of public installations, disposal, illegal occupation of real estate, actions that Kosovo Criminal Code of 2012, which is in power, has incriminated them as criminal offenses. From these criminal actions, are created illegal material benefits, which seriously harm the economy and create informal economy, harm legal competition, raise prices, and as a result of all this, is the damage caused to the state's economic development and social welfare in general. In this work, these criminal offenses will be treated by the material target also, the similarities that have with offenses against economy. At the end of the paper, i will analyze measures and penalties that the Kosovo criminal legislation provides for the perpetrators of these acts.

Keywords: Target material, penal code, criminal offenses, property, criminal sanction.

General overview

Criminal offenses as illegal acts, by which are violated, legal benefits protected by law, such as: human life, property, economy, freedom of movement, health, etc. in all criminal legislation, were given to them a legal –criminal protection. Kosovo criminal legislation has arranged these criminal offences in a special groups, however seeing the defense target of these criminal offenses, it is often difficult to make a complete separation between them. What makes these offenses not differ among themselves, are basic elements of criminal offense such as: Human action, its definition by law, illegality, guilt and punishment1. However, despite the common fundamental elements, that criminal offenses have, they have their own specifications by material target and material goods that they threat. Crimes against property have similarity with offenses against the economy, official duty or as provided in the Criminal Code of Kosovo in 2012, named "official corruption and criminal offenses against official duty"2. Criminal acts in general and especially those against property, are similar to other groups of offenses. This correlation exists for the fact that, they have common essential offense elements and the same defense target. For these reasons, difficulties emerge for lawmakers, to make a clear separation, and to arrange some of the offenses in the appropriate group. This difficulty is particularly pronounced for offenses against the economy and wealth. In this group of criminal offenses, target against whose is taken the unlawful action, Is the property of a natural or legal person and the purpose of perpetrators is unlawful acquisition of wealth.

Therefore there are hardly noticed differences between offenses against the economy and property. Therefore, there are differences present, at the persons who commit theese criminal offenses, where they are different, such as: Crimes against economy such as: causing bankruptcy, creditors damage or misuse of economic authorizations, can perform only those persons, who are responsible in business organization or legal persons.3 While fraud as a crime against property4, which can be performed in the field of economic business, is committed by any person who brought himself or other unlawful property profit. Crimes against property and in the sphere of economy in some states, are foreseen only in one group such as: French Penal Code (1994), the Swiss Penal Code in Chapter Two, in the Albanian Criminal Code of 1995, in the third chapter. It is worth mentioning, that the majority of offenses against property and economy in the interim criminal code and the new criminal code of Kosovo of 2012, are foreseen in the Criminal Code of Albania of 1955. In my opinion some offenses found in the group of offenses against property in the Provisional Criminal Code such as: Fraud (Article 261), cheating on subsidies (Article 262), abuse of trust (neni269), smuggling of goods (Article 273), organized crime (Article 274)5, should take place in the group of offenses against the economy. It is worth mentioning that these offenses have remained in the framework of crimes against property in the new Criminal Code of Kosovo in 20126 . I also think that some offenses found in the group of offenses "Against the environment, animals, plants and cultural facilities" as destruction of

forests (Article 357), theft of forest (neni358), illegal hunting (Article 359) as provided in the penal code of 20127 and 20048, should be systematized in the group of offenses against the economy, for the the fact that, they cause a great damage to the country's economy.

I think that the lawmaker, should make the separation of criminal offenses against economy and property, on the basis of unlawful activities and infringement of property. All illegal acts, directed against the economy, the financial system, customs and property of business entities, should have been incriminated in offenses against the economy, and actions directed against the wealth of natural persons, should be incriminated in the group of offenses against property. I think that the Kosovo lawmaker, has acted straight, when has removed, from the group of criminal offense against property, the offense Organized crime" (Article 283), placing it into a special group of criminal offenses9, because I believe that organized crime has its specifications in terms of organizing, structuring, to the legal goods that is addressed, and the consequences that brings for citizens and the state in general. The term "organized crime" is used for the first time during the year of 1986, in the report of Association for Crime Prevention in New York. The report, considered as organized crime, illegal businesses in which were included politicians, police officers, lawyers and professional thieves, where their crime was organized10. This dangerous form of crime, has abilities and premises, to appear in various social and economic activities, not only within states, but also internationally. Then such forms of criminality creates large capital, where then criminals through the capital, exert influence in the legal institutions, that may have consequences for the country11. Namely, for the fact that organized economic crime, poses great risk for damage of state and a serious threat to mankind, by which i consider that the Kosovo legislator, rightly has arranged this act, in a separate chapter in Kosovo's criminal code, and has drafted state strategy12, to combat this sophisticated form of crime in general and especially in the field of economy.

Damages in the field of property from such offenses

Property as a fundamental right, is protected by the Constitution of the Republic of Kosovo in Section 46 The first paragraph states "The right of property is guaranteed13. The economic system of the Republic of Kosovo is based on public and private property and the free market economy, This right is regulated by law, based on Article 121 of the Constitution of Kosovo. Criminal legal protection of property, regulates the Kosovo Criminal Code of 2013 in Chapter XXVII, in group of criminal offenses against the property14. Kosovo Constitution and our laws protect and secure property of individuals and foreign international organizations. According to the Kosovo Constitution Article 121, paragraph 2, states "Foreign individuals and foreign organizations in accordance with the law , can provide the right of ownership of immovable property, in compliance with reasonable conditions, prescribed by law and by international treaties15. Criminal legal protection of the property provides the Albanian Criminal Code too of 1995, in the third chapter, of the third section in the group of offenses against property and sphere of economy16. Protection of property is regulated also by international documents, European Convention on Human Rights in Article 1 Protocol supplement states: "Every natural or legal person has the right, his property to be respected, No one can be deprived of his property, except for the public interest reasons and in the conditions provided by law and the principles of international law17. So private property of natural persons, legal entities and state property due to the great economic importance that they have, enjoy protection by constitutional acts and legal acts, international acts and criminal legal protection, in the criminal codes of all states, of all criminal actions such as: theft, fraud, destruction etc. So these criminal acts directed against property, undoubtedly bring great losses and damage to the state's economy, legal and natural persons, therefore rightly Criminal Code of Kosovo and Albania, have foreseen criminal sanctions against perpetrators of these criminal acts. The main aim of the perpetrators of these acts, is generally acquisition of private or state property, and damage or destruction of property. So from this elaboration, we can understand that the goal of the perpetrators of these crimes, is material harm to the property - economy of state, and to natural and legal persons. Obviously in these criminal offenses, their figure changes, because, for example in the offense of stealing, perpetrator intends to obtain an unlawful material benefit for himself or for other, while at the damage or destruction of property, this intention does not exist. This category of criminal acts directed against property in the Penal Code of 2013, found in chapter offenses against property. A common group target of these acts is: Legal established relationships, to ensure the right of property as a fundamental right.

2. Nature of certain offenses related to property damage, target material orientated

Offenses in the economy are a challenge and obstacle to the economic development of every country, especially of countries in transition, such as our country Kosovo. This group of acts, that are directed against the economic system and wealth of natural and legal persons, whose target is, a illegal enrichment and destruction of property through criminal actions. So the consequences of these criminal actions, batter material base of society, therefore it is fair to say, that these

criminal offenses are an obstacle to the development of society18. The nature of each offense against the economy, has its special specifications of target material, but common specification of target material and criminal legal defense, are establishment of legal relations, for normal development of the economy, economic entrepreneurship, protection of property from damage etc. So the material target, of criminal offenses directed against property, are public or private property in general, Well it is important to have economic value, and simply not to be junk19. For some crimes against property damage, target material changes, for example criminal offense: "Destroying, damaging or removing public installations" provided for in section 366 of the Criminal Code of Kosovo in 2013, target of this crime are public equipment and installations that serve to fulfill the needs of citizens, so these installations are of a great importance for economic activity, and generally to people's lives, and their destruction may cause major disruption to citizens to get supplied with, water electricity, heating and with no doubt cause great economic damage, therefore this criminal offense can be considered as an offense against the economy20. Therefore destruction of these devices, causes endangering of life, body integrity and human health, or property on a large scale, therefore rightly, Kosovo Criminal Code of 2013, has foreseen this act, in the group of criminal offenses against the general safety and property, which means that the material target, is specific and differs from other acts, directed against the property.

Below we will present some crimes against property oriented by target – material

2.1. Destruction or damage of property (Article 333)

This offense carries anyone who damages, destroys or renders another person's property and makes it unusable in paragraph 1, the perpetrator shall be punished with imprisonment of up to (1) year. If the offense by this paragraph results in material damage exceeding (5,000) euros, the perpetrator shall be punished with imprisonment from (1 to 3) years. Under paragraph 3, qualified form of this offense is considered, if it is committed against the property or asset that has a cultural, religious, historical, value, it is of a special scientific, artistic importance, or it is protected part of a private or public collection, or it is a public item, that serves for the decoration of a square, street or park, where the perpetrator shall be punished by a fine and imprisonment of up to (3) years21. In the fourth paragraph is prescribed, the severe form of this offense, which is considered to exist if the property damage of the other is motivated by prejudice associated with ethnicity, nationality, religion, gender or language. This act has been envisaged in the Criminal Code of Kosovo in 2004 named "damage of moveable property "(Article 260)22. I believe that the current code has much better regulated the issue of legal-criminal defense of property from damage or destruction, for the the fact that it is not limited only to the moveable property, but also of immovable property, harmonizing it with criminal codes of neighboring states, such as Montenegro and Bosnia-Herzegovina, which also do not have restrictions only to movable property. I think that extending of protection toward the immovable property, is thoughtful because: for example, the house as a real estate may be destroyed by fire or other means.

Material target of crime of this criminal offense "destruction or damage of property", or as required by the Criminal Code of Albania, 1995 named "destruction or damage of property", where the property is private or public, and is sufficient for it to have a value, and it must be a matter of valuable items, to which can be caused damage, either in the content or appearance. So as it is understood, the property must be someone else's, but it can even be to another person. So the act of committing this criminal offense is defined alternatively when a perpetrator: a). only damages someone else's property, b) destroys it, c) makes it unusable23. The criminal offense it's considered to be committed, when someone's object or property is destroyed or made unusable.

Subject - the perpetrator of this crime can be any person who has reached the age of criminal responsibility and is accountable. From the objective side of view, the act is committed by unlawful act or omission. From subjective side, the offense is committed intentionally, which means that the perpetrator is aware, that is damaging or destroying property of other person. The criminal offense that we have treated, is provided in the Criminal Code of Kosovo of 2013, group of offenses "against property", where the Criminal Code of Kosovo SAP 1977, has also foreseen this offense named " damage of someone's object Article 145"24. Common subject of these acts is to bring material harm to natural persons, legal or state. However, these acts have substantial differences among themselves. For example, in the offense of theft, perpetrator has as intention, a illegal acquisition of someone else's assets for himself or other, at the damage of property that purpose lacks, where the perpetrator in general, causes great economic damage to the state or Persons. Therefore I consider that the Albanian Criminal Code of 1995 has much better adjusted the disposition of this offense, in the group of offenses against property and economic sphere, considering that property damage regardless of the manner of performance, cause severe damage either to state or private economy.

2.2.Arson (Article 334)

With the criminal offense of arson, we understand that anyone who alights or causes explosion with intent to damage property of another person, the perpetrator shall be punished by (6) months to (3) years25. From objective stand, the act is performed by omission, or active actions using dangerous tools for fire, to damage or destroy the property of another person, public and private property. What makes this act serious by the objective point of view is material damage caused to property or consequences caused to life and health of people. Penal Code, section 3 has provided that if the offense in paragraph 1 and 2, causing material damage in amount of (20,000) euros or more, or causes to other serious body injury, the perpetrator shall be punished by (3) to ten (10) years26. With what has been proved, that this offense can cause great harm to the state's economy and natural persons, but this can also cause death of persons, so if this act results with the death of the person, the perpetrator shall be punished with at least (10) years imprisonment or life imprisonment27. Meanwhile Criminal Code of the Republic of Albania, has incriminated this act in Article 151 section three, stating that if the destruction or damage of property by fire is done intentionally, the perpetrator shall be punished by a fine or imprisonment of up to (5) years, and if from the criminal offense are caused significant material consequences, the perpetrator shall be punished up to this (10) years imprisonment, and when serious consequences are caused, for the life and health of people, the punishment of imprisonment will be imposed by (5) to (15) years28. This fact shows that the Republic of Kosovo in order to protect property, especially state and private economy, and particularly the health and lives of people, has provided very severe penalties, in serious cases, up to life imprisonment, where the consequences of this act resulted in the death of any person29.The subject of crime is any person who has the age of criminal responsibility and is accountable.

The nature of the material target is similar to the act that we have covered previously, wealth - public and private property in general, it is important to have economic value, and not be junk30. Criminal offense of arson, is foreseen for the first time in Kosovo criminal legislation in 2012, group of offenses against property, while neither the Kosovo criminal law of 1977, nor penal code of 2004, did not foreseen this offense. I consider that the state of Kosovo, through harsh punitive policy for this offense, has developed the prevention, that in case the perpetrators deliberately took action, in order that with fire damage, public or private property, or the life and health of people in general, be clear about the consequences that will be able to suffer.

2.3. Destroying, damaging or removing of public installations (Article 366)

The criminal offense that harms or destroys public or private property, that causes major economic damage in general to population, and to state economy is: "Destroying, damaging or removing public installations" (Article 366)". This act is performed by damaging or destroying electrical conductors, gas, water installations, heating, telecommunications equipment, feathers, and other similar devices. Therefore the Criminal Code: Destruction or damage of this equipment by anyone, when there are caused disturbance of supplement to the population or economy, has incriminated it by foreseeing imprisonment of up to (5) years31. But if criminal offense of , destruction or removal of these devices, causes a great threat to life, body integrity and health of people, or their property on a large scale in general, in paragraph 3 is provided: prison sentence (1) through (8) years32, while the fourth paragraph provides that: "If the criminal offense under paragraph 1 of this Article results in death of one or more persons, the perpetrator will be sentenced to imprison from (3) to (12) years33. So incrimination goal is to protect public installations, in order to supply the population with no obstacles for normal life and development of their economy.

Material target, of this offense are: aforementioned public equipment and installations, which serve to fulfill the needs of citizens, and to carry out various economic activities34. While according to prof. Ismet Elezi on the special part of criminal law, material target of criminal offense, "Destruction of electrical network" as named in the criminal code of Albania are: Cables, transformers, telephone and electric cables, private and public property. Perpetrator of this crime is any person, who has reached the age of criminal responsibility and is accountable. Regarding the way of performing of this offense, it is alternative and it's manifested by removing these installations, by destroying, damaging or make them unusable. As for the guilt concern, this offense can be committed intentionally and negligently. Regarding the criminal sanction, it can be with fine and imprisonment. Serious form of this offense is considered, when has resulted with serious body injury, or substantial property damage, where the offender can be sentenced up to (8) years in prison, and if results with death of one or more persons, the perpetrator shall be punished from (3) to (12) years. If we compare the punitive policy for this offense with the same material target, but with different label, under the criminal code of Albania, it is punishable by a fine and imprisonment of up to (3) years. It is worth noting that this code, has provided a total of 13 offenses against property destruction, in section three in the group of offenses against property, and in the sphere of economy. By my opinion, the criminal code of Albania of 1995, has specifically and in detail arranged these acts. This offense has been envisaged in

the Provisional Criminal Code of Kosovo in Section 292, the same content, label and criminal sanction35. The criminal law of Kosovo of 1977 Kosovo, has foreseen this offense too, but has provided only its basic form in paragraph 1 of Article 158, which predicts that whoever destroys, damages or makes unusable installations of public use, and causes considerable disturbance in the lives of ordinary citizens, shall be punished from (6) months to (5) years in prison, and if the offense is committed by negligence the perpetrator shall be punished with imprisonment up to (3) years36. Finally we can say that the penal code of 2004 and that of 2013, have provided for this offense, the qualified and basic form, whereas the criminal law of SAPK, only regulated the basic form, whereas the Albania's penal code, has split this criminal offense, the into several offenses such as: destruction of the electric grid (Article 156), destruction of irrigation network (Article 157), the destruction of water supply (159) etc.

Conclusion

Crimes against property, with special emphasis in the area of property, represent a great loss not only to public property but also private one. Offenses discussed in this paper, are steadily increasing and present danger to the economic system in Kosovo, especially affecting in the growth of organized crime in general. The main purpose of the perpetrators of these criminal offenses in general, is appropriation of public or private property, damage or destruction of property. In this paper, by study is concluded that the purpose of the perpetrators of these criminal acts is to bring to the state economy, property - material damage, and to the legal and natural persons. Material target of criminal acts directed against property, are public and private property. By treating material target of some criminal offenses, "Destroying, damaging or removing public installations", as envisaged in Article 366 in the Penal Code of 2013, Shows that the object of this crime are public equipment and installations that serve to meet the needs of citizens, so these installations are of great importance for economic activity and in general for human life's. Their destruction could cause major disruption, on supplying of people with water, electricity, heating, and undoubtedly causes great economic damage, therefore this offense can be considered as a criminal offense against the economy. Thus destruction of these devices, causes endangering of life, body integrity and health of people or property on a large scale. Therefore Kosovo Criminal Code of 2012, rightly has foreseen this offense, in the group of offenses against the general safety and property. Target material at offenses against property, is specific and differs from other criminal acts, and property in general should be of economic value, so not simply being junk. By this we can conclude, that people could every day be victims of such offenses as: arson, destruction or damage of property, destruction, damage or removal of public installations, therefore the state of Kosovo must consistently convey this kind of criminality, in order to create legislation that will not be operational as a pre action and nod after action in relation to its development trends. I consider the state of Kosovo through the development of appropriate legislation and harsh punitive policy for such offenses, has made prevention, that in case if the offender intentionally takes action, to damage public or private property by fire, or the life and health of people in general, be clear about the consequences that will be able to suffer. Kosovo needs deep reforms in the judiciary to combat this type of crime, judges and prosecutors should be specialized in different areas of the economy, should be provided, experts who will work in support of the prosecution bodies, should be created databases, for providing data for potential criminal cases. Finally I think, that official records that the bodies of justice possess, for the number of criminal offenses in property, are not realistic in relation to offenses carried out in practice, but unfortunately they remain undiscovered or not declared at all.

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Innovation and creativity in a design of high quality public space. Case study of Poznan, Poland

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Abstract

The paper deals with the questions of a public space creation through the implementation of art and design. The idea of promotion the cultural features within a public space helps to increase the city space attractiveness. The author presents the case study of a downtown area of a city of Poznan in Poland, Wielkopolska region. As a result of an observation that there is a lack of a public space of culture and art in Poznan city centre, there is presented a proposal of an innovative and attractive functions implementation. There is also presented the research method of public space activization through art and design. The art is understood not only as temporary events but as the pieces of a small architecture and built areas of a cultural function as well. There was created an idea of a MAD city for people - which means searching for meaning, action and design in a city centre space. This idea is to be used as a tool to identify the existing and potential space for art in a city centre and to define whether it is a space of sacrum or of profanum. The tool helps to define what is the best use and purpose of a space in a context of an art implementation. It is also to create a functional system of socially and spatially attractive public spaces within a city centre.

Keywords: city centre, public space, art and urban design, creativity

Introduction

The creation of a high quality and attractive public spaces is extremely important especially within a downtown area. The downtown as a key-element of inner-city areas, which is distinguished by the richness of various qualities - functional, historical and cultural, requires a particular attention to the protection of the urban landscape and equipment. The significance of providing and protecting a desirable physiognomy and aesthetics of a downtown public space is crucial both for its spatial and social attractiveness. The urban art and design can be used to underline the existing values forming the climate of an anthropogenic urban environment. Art in a city public space can be treated as a tool to activate, revive and give new quality to existing spatial situation. It could be understood differently: as performances and happenings or as a public space furniture of various scales and meaning. So art and design in a public space means also material and immaterial dimension. In the paper the material elements are of special importance because their presence in a public space of a city can guarantee desirable visual and aesthetic effects. The implementation of art pieces in a public space can bring new life and quality to existing spatial environment. That is a reason why creativity and innovation are so desirable and crucial in this matter.

Art, design, creativity and innovation can be helpful in terms of increasing a level of a downtown attractiveness and competitiveness. The downtown public spaces owing to their historical and cultural surrounding create very good opportunities for an implementation of art, design, creative and innovative functions or forms. The interesting and inspiring public space equipment can ease and provoke social integration and contacts. The social attractiveness of public spaces within a downtown is significant for they are a pride of a city and they testify to a cultural level of a local community. "Landscape is a harbinger of information - it is the image of creativity or dehumanization of life", so it is of great importance to "shape the conscious, rational and aesthetic human environment" especially in a city centre [Bogdanowski, Łuczyńska-Bruzda, Novak, 1979, p.7-9].

Public space attractiveness

The definition of "attractiveness" is of particular importance in the context of public spaces within a downtown area. These spaces are "attractive" because they "attract" people owing to the cultural, social, emotional, compositional and aesthetic values. The right level of a public space attractiveness is provided by an appropriate spatial composition of separate elements and by the value of individual objects of various architectural scale. The proper distribution of spatial equipment - art and urban design - in the existing urban structure may positively influence a spatial and social attractiveness: in varying degrees, depending on the scale and character of the public space.

The meaning of the public space lies in its social attractiveness, which expresses a high level of urban composition as well as spatial, emotional and cultural order. For this reason, it is important to create the proper image [Lynch 1969] of a public space, whose attractiveness is directly related to the potential of cultural and heritage preserved. The attractiveness also refers to the city humanistic values that form the possibility of a realization of people's needs in terms of: safety, comfort, pleasure, prestige, social contacts etc.

The public space appearance, especially in a downtown area, is not only an issue of aesthetics as it significantly affects social behavior. The urban space generates various types of emotions - pleasure / displeasure, attraction / repulsion [Simonds 1961]. The proper public space creation means not only giving it a specific form and function but also giving its users a reason to identifiy, integrate and inspire.

According to Lynch [Lynch 1969] and Norberg-Schulz [Norberg-Schulz 1984, 2000] quality of a place determines its specificity and identity. Lynch emphasized the influence of the environment on the human senses and psyche. The city space attractiveness is, in his opinion, determined by respect of human health requirements and by providing possibility to maintain a mental balance. Norberg-Schulz described a place as a phenomenon for eligibility for the character of the place. The character indicates the specificity of the place, which means not only the visual quality but the entire palette of sensory experiences that a person acquires while perceiving the city space. In this context, the presence of art and urban design within a public space can play not only aesthetic but more complex role. The desirable and proper equipment of a public space means functions and forms that are inspiring, activating, reviving and interesting at the same time.

Idea of research

The presented study of the downtown area in Poznan is devoted to issues concerning art implementation in the city space and creation of high quality public spaces. The research focuses on the assessment of the attractiveness of given public spaces due to the three parameters. There were examined: the semantic layer, activity / viability of the space and its aesthetic qualities. The subject of the study is to assess the quality of a space for the possibility of the location of objects or interior elements of different urban scale and meaning. There was tested a quality of a public space in terms of the compositional aspects and networking core areas in terms of aesthetics, visual and symbolic values of potential or existing pieces of art and urban design. The research is focused on finding the best location for brand-new, activating and inspiring spatial forms and cultural meaning within an existing public space system.

The research is also related to questions of the downtown revitalization not only in spatial but social aspect as well. The main issue is the relationship between the regeneration of public space and increasing a socially understood attractiveness. The study mainly concerns public spaces of a downtown, which are the most important elements of the urban structure, affecting at a large scale the assessment of the whole city and a functional and spatial heart of the city. The study can be understood as an attempt to find the direction of change in the equipment of Poznan public spaces in order to increase their social attractiveness.

There was conducted an extensive examination of an existing situation concerning creation and activation of inner-city public space through the introduction of cultural or creative functions - either temporary or permanent, mobile or immobile, variable in their form and located in built or unbuilt space tissue. It was so as to propose a typology of Poznan public spaces due to the spatial equipment and meaning. As a result there has been designated a network system of public spaces - nodal and linear ones. The components of the system understood as streets, squares and greenary were assessed in terms of compositional, functional and symbolic aspects. This preliminary study was aiming at a suggestion of public space feasibility of activation by introducing innovative, creative, cultural functions playing activating role of a degradad downtown. The implementation can be performed both in the urban scale, architectural detail or the scale of the equipment of public space in the form of small architecture.

Research method - MAD

While searching a best public space features there was invented while conducting a research an idea of MAD City for People[1]. This is the idea of a carefree, friendly, joyous urban space, attracting, retaining and addictive in its design and

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[1] MAD city for people is an idea invented and promoted by dr Dominika Pazder, dr Bartosz Kazmierczak during Poznan Design Days 2014. The authors of the concept are also involved in a research entitled "Art in a city space - obiecton as a tool of the creation and social activation of a downtown public space. Case study of Poznan", which is held in Poznan Univerity of Technology, Faculty of

offer. MAD is a synonymous of a space with an unique character and identity, which is livable, with actions and activities taken by its users, dressed in an attractive spatial form and equipped with high quality furniture. This is a creative, innovative, qualitative and inspiring public space.

Within an examination of existing spatial situation of public space in a downtown area in Poznan, the answers to the following questions were searched: how does the ideal public space look like?, how to create it?, what characteristics of the space are needed to meets these criteria? and what elements do not provide / spoil the appropriate quality and attractiveness?,

Thus within Poznan downtown there were searched the best places for art and creative features and cultural functions to be localized in an undeveloped, degradad, not livable, not attractive area in the form of architectural objects of various scale and meaning.

The detailed research was conducted so as to identify the existing spatial situation of a downtown area, to evalute the potential to develop cultural functions and to introduce an innovation and creativity, as well as an art and design. There were taken the following steps of a research - identification of: 1. the existing system of public spaces in the city center, 2. functional dominants and functional or spatial nodal areas, 3. existing culturaal, commercial and public services offer, 4. routes with different functional profile associated with the existing range of spatial offer, 5. existing urban interiors in terms of the presence of elements associated with the art or urban design.

The conclusion of the research was the identification of MAD elements in the existing system of public spaces. That was a basis for recommendations - which meant MAD in the existing public space system as a tool of spatial and social activation. As a result there were indicated the potetial spaces for a location of objects and pieces of urban design and art at different scales related to cultural function or profile of a given space.
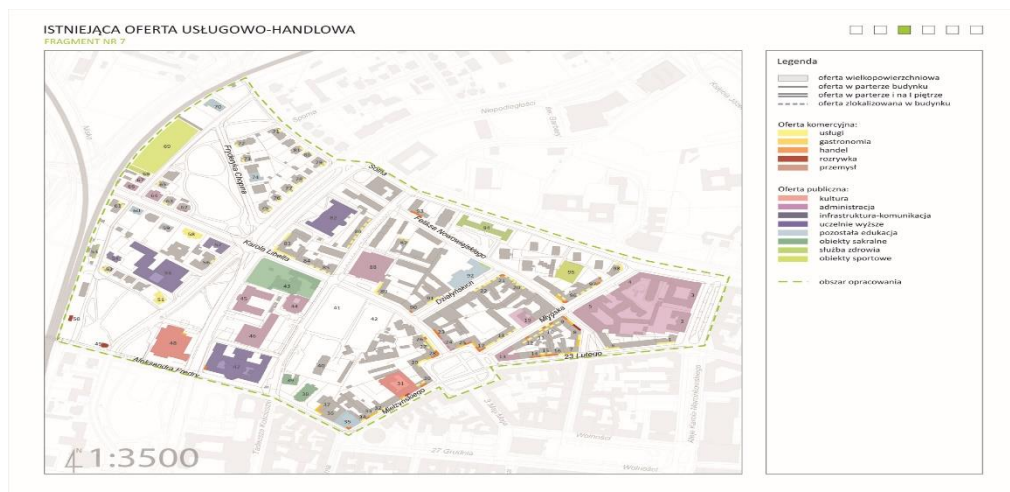
Pic. 1

The existing cultural and commercial offer within a public space of a Poznan downtown. Students' work prepared during a Research Studio at the Faculty of Architecture, Poznan University of Technology, under the direction of the Author of the paper, summer semester 2014. Students: Magdalena Strużycka and Filip Pudło.

Pic. 2

The analysis of the urban interiors within a public space of a Poznan downtown. Students' work prepared during a Research Studio at the Faculty of Architecture, Poznan University of Technology, under the direction of the Author of the paper, summer semester 2014. Students: Magdalena Strużycka and Filip Pudło.
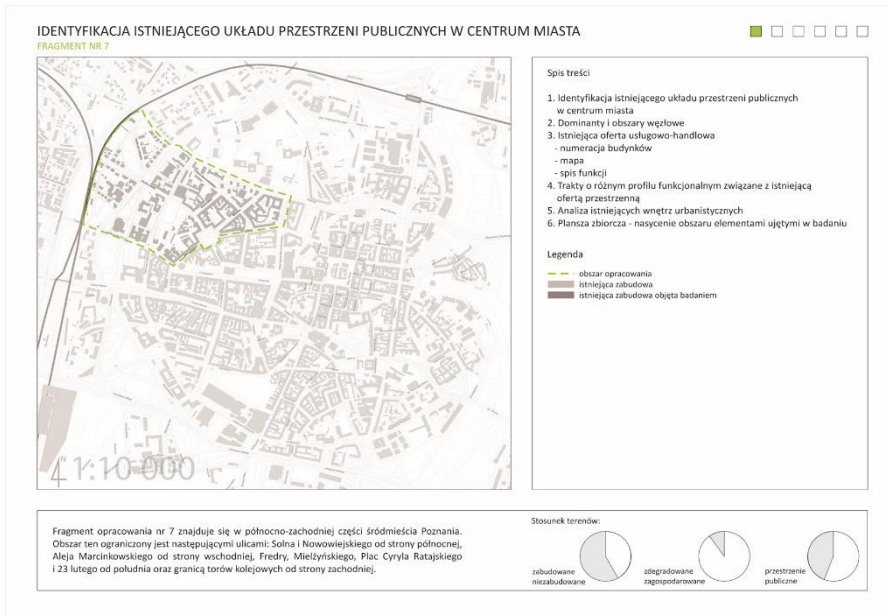
Pic. 3

The identification of the public space system within Poznan downtown. Students' work prepared during a Research Studio at the Faculty of Architecture, Poznan University of Technology, under the direction of the Author of the paper, summer semester 2014. Students: Magdalena Strużycka and Filip Pudło.

Pic. 4

The identification of the functional dominants and functional or spatial nodal areas within the public space system within Poznan downtown. Students' work prepared during a Research Studio at the Faculty of Architecture, Poznan University of Technology, under the direction of the Author of the paper, summer semester 2014. Students: Magdalena Strużycka and Filip Pudło.

Conclusion

The research results can be found helpful within a process of Poznan downtown revitalization. The examination and verification of the characteristics of existing public spaces in terms of their meaning, role and attractiveness can be used by Poznan Municipality as an additional tool to determine the best desirable equipment of a given public space in the city centre.

The analysis concerned the evaluation of semantic values of public spaces in terms of a possible future implementation of different kinds of urban equipment. It was done so as to confront and verify the theoretical assumptions of the model network of public spaces with existing spatial situation and to analyze their presence equipment. It was also important to link the parameters of urban public spaces with the relationship between a man and a space in terms of experiencing art in the city. More specifically, it was done so as to indicate a predisposition to certain equipment, activity or role of a specific public space, including the creation of design and innovative forms appropriate for this space.

The study was to assess the quality of a downtown public space in terms of finding the best location for pieces of art and urban design of various spatial role and meaning. The result is a formulation of recommendations regarding the existing features and characteristics of public spaces and their potential to develop and implement creative, innovative, artistic and cultural functions and urban space equipment.

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Social and cultural aspects of a city public space transformation. Case study of Poznan, Poland.

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Abstract

The public spaces of Poznan, are defined by a system of squares, parks and streets connecting them. The Old Market Square and downtown district markets and other squares are the nodes of the system. The main shopping streets radiating from the Old Town are the connectors between the squares - unfortunately transected streets with significant traffic or railway tracks. The problems associated with the dominance of a transport in the city center causes a significant reduction in the attractiveness of inner-city neighborhoods. The negative impact of these conflicts and above all, the decrease of the spatial and social attractiveness of the public space within the most valuable area of a city centre, is the main reason for its functional fall. The low level of an attractiveness of a downtown affects the increase of a development in periphery areas and an outflow of capital to these areas. Today, there are more shopping malls on the periphery than in the Old Town in Poznan. This results in even greater collapse of the most valuable tissue of the city and its slow but permanent degradation. In these circumstances, the idea of a specific downtown renewal was invented and called MAD city for people. It is based on two directions. The first is related to the formal actions to improve engineering solutions. The second one focuses on the socio- economic decline and aims at its revitalization through the implementation of a creative device into urban public spaces. The author appears in two different roles when commenting on the ongoing changes in Poznan city space. As a designer of traffic regulations and a transport infrastructure on one hand and as an activist for the revitalization of a public space.

Keywords: public space, urban design, social egagement

Introduction

The city of Poznan communication scheme in the plans of Joseph Stübben[1] from the late nineteenth and early twentieth century consisted on the peripheral system with radiant green wedges. That form was a result of the previous adaptation of the old stronghold based on ring-shaped system of forts. The radial elements were made of roads leading from the city center toward the outer forts. The peripheral ones were made of ring-shaped fort system and a network of internal roads within a fortress. This system was treated for a long time as a frontier of the planned spatial development of the city.

The subsequent plan was developed at the Municipal Planning Office of the city of Poznan headed by Wladyslaw Czarnecki. It was during the interwar period after the next enlargement of Poznan. The main idea was a development of the communication system on the right bank of Warta river as well as its completion owing to the introduction of the third ring road. That is how this new road system was associated with the outer parts of the forts ring system. The following plan of Poznan spatial development was created during the occupation time, in 1940, by German architect Walther Bangert. There was another spatial alteration introduced after the next enlargement of the city limits. The communication scheme was changed into a frame-shaped one, which is valid to this day.

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[1] Kodym-Kozaczko G., Rozwój Poznania w planowaniu urbanistycznym w latach 1900-1990. W: Architektura i urbanistyka Poznania w XX wieku. Red. Jakimowicz T., Poznań 2005

Pict. 1. Theoretical and real traffic system in a city of Poznan.

Pict. 2. Collision between main public spaces and main routes as a significant problem of downtown districts activization

The reconstruction of a city of Poznan after the Second World War, in 1945, was maintained in the spirit of not only rebuilding but also modernizing the city. The development of various means of transport - public and private ones - caused the need to correct the pre-war communication system and road infrastructure. The system of three concentrically located frame-shaped roads from a city centre to outer parts was planned to be realized in separate steps and implemented gradually. Thus, efforts were made to create favorable conditions to relieve the city centre from a transit traffic. Unfortunately, the work was being delayed and never succesfully realized full-time. As a result, nowadays the main communication system still depemds on the nineteenth century ring-shaped scheme surrounding Poznan Old Town.

Unfortunately for the city, there wer in the early 60s made some improper modifications within the heavily congested ring-shaped communication system. This led to the undesirable spatial situation, in which the downtown area was cut into several parts. This resulted in an extensive demolition of the historical tissue of Poznan downtown. Later, it turned out that many of these demolitions were unnecessary because the planned thoroughfares were finally not implemented. There was another very important and undesirable effect of this separation of the districts within a historic center. It resulted in a loss of continuity of public space system, either in functional or spatial aspect. This unwanted situation touched especially the shopping streets and market squares - this was the first step to the collapse of the Poznan city center and neighbourhood areas.

The undesirable urban processes in Poznan city centre started in the 90s of the twentieth century and were caused by several crucial factors. Firstly, the slow decline of inner-city public spaces caused a significant reduction in the attractiveness of this part of the city. At the same time was observed an increase of the suburban areas attractiveness which was hastily converting into a residential single-family housing zone. Lots of people dream about living in an own house surrounded by nature. That is why the suburban zones turned to be very competitive in comparison with city centre areas. This caused immediately a sharp increase in the number of cars which unfortunately reinforced this undesirable

effect. There were also not enough parking places in the city center so the number of problems increased. The number of the city centre residents has declined in favor of the increase in the number of suburban neighborhoods inhabitants. That also caused another trend - more and more huge shopping malls were located on the outskirts of the downtown areas and they were more and more needed. The change of social preferences in the field of making everyday purchases: from the frequent ones and practised everyday into one-week big purchases in shopping centres, weakened the local entrepreneurship focusing around the local markets and central shopping streets. Overlapping and mutual fueling of these negative phenomena has created a kind of unwelcome synergy deepening the degradation of the historical urban substance.

Corrective actions

This problem of loosing a competitiveness of a city centre does not concern only a city of Poznan. The similar phenomenon can be observed in most Polish cities of various scale. The problem of a communication system dominance and nuisances associated with automobile traffic especially in inner parts of a city are the most important factors of this unwelcome functional and spatial situation. This trend was closely connected and provoked by political changes of the early 90s. At that time, the first rapid increase in the number of cars per capita was observed in Poland and touched especially central districts of polish cities.

Therefore, in 1999, there was adopted in Poznan a document setting out the Municipal Transport Policy in accordance with the principles of sustainable development. That document helped to decrease the trend but not to stop it. According to the statistics, in 2008, the situation was still not very impressive - there were 494 cars for each 1000 of the inhabitants.

The sustainable urban transport has become nowadays not just a buzzword but the first need. There is still a pressing need to correct the situation and stop this unwelcome trend. For it is a process of re-arrangement of some spatial solutions, these problems and urban conflicts cannot be solved at once, it must be done steadily, step by step so as to achieve the intended results.

The restoration of public spaces appropriated by traffic has become one of the main activities realized by Poznan Municipality. The first major project made, was the introduction of the restricted parking zones to the city center and the gradual expansion of the Limited Staging Zone within downtown districts. Next, the introduction of the legal arrangements providing the gradual calming of a traffic in the inner parts of the city - Zone 30 km / h. At the same time, the public transport and cycling are being promoted. What is worth accentuating, the introduction of the traffic changes within a city central districts was always associated with several public consultation meetings with both the representatives of Poznan Municipality and representatives of Local Councils.
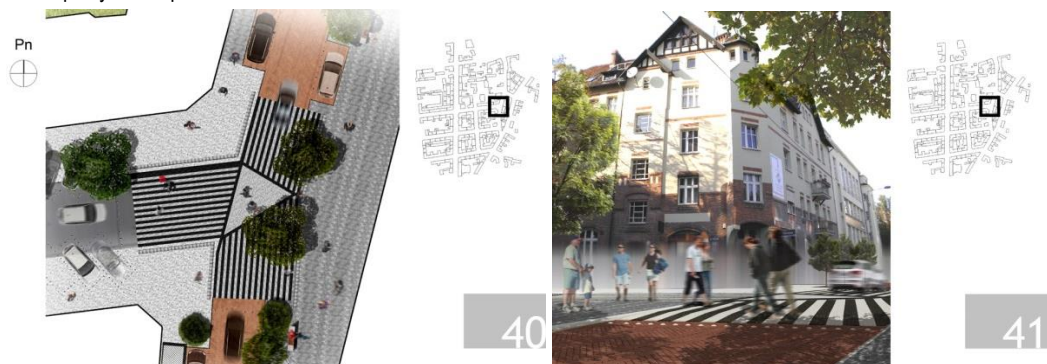
Pict.3. Traffic regulation was the first step of spatial reorganization of a public space within Poznan city centre.

The first actions taken in order to restrain the dominance of cars in the city center was the introduction of the Limited Staging Zone. The author of the paper had the opportunity to perform the project of the public spaces arrangement within the downtown district of Wilda. The urban design work covered the areas adjacent to the Old Town and extending until Wildecki Square - the main square of this district. The objectives of the project were as follows: the traffic calming within the main street connecting Wildecki Square and the Old Town. Another important thing was the regulation and reorganization of the parking spaces within this road leading to minimization of their negative impact on the city space perception by pedestrians. There were introduced a new arrangement of existing and newly designed squares and green zones.

There were promoted in the project new solutions not used so far in Poznan - so called shared space communication which is used by various forms of transport and pedestrians, such as the junction with the lock for pedestrians, an improvement of an access to the sidewalk levels, as well as already known in Poznan traffic calming elements of road infrastructure additionally with greenery or small architecture elements. The aim of these implemented or proposed solutions was to adjust vehicles speed to 30 km / h. Another example of the urban programme aiming at the reduction of the car dominance owithin the downtown areas and promotion of pedestrian and cyclist fluent movement is the ZONE TEMPO 30 or designation of areas with restricted maximum speed limit to 30km / h. There is also needed the reorganization of traffic so as to prevent movement of transit through the Old Town areas.

Pict.4. The proposal of the reorganization of traffic, rearrangement of a pavement and urban furniture within Poznan city centre.

The Poznan Municipal Traffic Office proceeded to draw up a reorganization concept of a communication system with a new spaces for pedestrians within one of a city centre main street of St. Martin. Once it was the main shopping street of city. Currently, badly organized, overgrown with features incongruent to its previous rank is facing a deep decline of functional, spatial and social attractiveness. Author's project made on behalf of the Poznan Municipal Traffic Office brought for discussion not only specific engineering solutions, but also the announcement of a wider participation of experts and activists in decision making concerning the transformation of one of the most important public space in Poznan.

Social and cultural role of a public space

Contemporary global economy has, on the one hand, the possibility of building ever higher standards of living, on the other hand, represents a threat to the centuries-old cultural traditions and historical values. In this situation, cultural values play a very important role in a creation and maintainance of the identity and city individualism. Enhancing local awareness and building urban strategies based on the unique characteristics of individual districts may be the beginning of a long process of a downtown areas renewal both in the spatial and socio-economic aspects.

One of the most important elements of urban structure which role is precisely to create a unique identity is a system of public spaces within a city downtown areas. The public spaces consisting of markets, squares, streets and parks are very

important as for these are places of increased social interactions and contacts. Within the public spaces the cultural heritage and historical values are manifested the most. They reflect the uniqueness of a city and the level of social culture and everyday life. This is why all the design decisions taken both in an architectural and urban scale must be taken very cautiously. So as to develop or activate these spaces in a process of decision making there must be considered not only spatial and functional aspects but primarily social ones.

The downtown public spaces play crucial role in a city life and city structure for its spatial equipment and destiny. They must therefore a subject of continuous evolution and spatial changes so as to attract and make the city users stop. They are also very important in social and cultural aspects. That is why it is so urgent to combine in a homogenoious way the existing historical and cultural values with some modern spatial solutions. Bothe the authenticity and the alterations are needed. The best way to provide a high level of a downtown attractiveness is to infill the gaps in a central urban tissue with some modern elements or investments. This is what is promoted by the idea of a compact city[1].

New paradigm

The places where people are particularly keen to stay longer and come back again are distinguished by some unique and interesting features and spatial offer. They are conducive to enable social interactions or contacts, as they represent places which are livable, comfortable, safe and attracting to come and stay. This attractiveness is due to the right urban scale of public spaces, proper and city users favourable communication solutions, adaptation to the physical and perceptual possibilities of people. There is also the rifht and welcome diversification of an offer range, the desirable level of a aesthetic and visual attractiveness and functional quality of an offer, repeated in different forms in relatively short distances, which does not allow the monotony.

This offer means not only public and commercial services, communication facilities but also a cultural one understood as the material (spatial) and intangible (feelings of downtown users) features. There is also a need to provide innovative and creative functions so as to increase the spatial attractiveness. The cafes open to streets, souvenir and arts and craft shops, small art galleries - these are the functions requiring the right spatial context enabling them to mark their existence in the public space. These kind of places are distinguished by something special, so called spirit of the place. They can act as an inspiration for creative actions perform by creative people, they encourage the users to experience the city space, to explore it and perceive with all the senses. They can be variable in form, scale, meaning, but they always draw the user's attention and provoke to take part in this specific game.

"The city of the future means something different than the city of the past. The city encouraging its residents to use their imagination goes far beyond the paradigm of urban engineering in urban planning. [...] Today, this so called hard infrastructure must go along with the soft one which helps people in the city to start interactions, contacts, exchange of ideas and thoughts[2]. The social and political changes that took place in Poland during last 25 years and global trends cause significant increase in a social awareness in the field of a spatial order. The need to rescue and revive the inner parts of cities is felt by both the local societies and the city authorities. The creative approach to the problem of social and spatial revitalization of urban public spaces in Poznan is a desirable way but still an area of much research and trials.

The creative and innovative approach to urban planning means creation of the right conditions for local activities in the field of solving a city problems. The creative and intellectual potential can be useful for a wide range of actions: in n aesthetic, social and even economic aspects. Such a creative potential was used so as to create a catalogue of Poznan inner-city public spaces, which is a part of the research programe entitled MAD city for people, conducted on Poznan University of Technology, Faculty of Architecture in the study naukowych[3]. MAD means: meaning, action and design in a city that is open and oriented for people - its users of various needs, aims and aspirations. The catalogue created within a framework of a MAD city for people - scientific concept - is to assist the Poznan Municipality in the field of determining the function of specific places within a city centre in accordance to a specific allocation. The research conducted led to the spatial definition

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[1] Zwarta przebudowa polskich miast? Zarządzanie rozwojem miasta poprzez strategiczne gospodarowanie terenami, Zeszyty KIN, Kraków 2000

[2]Landry Ch, Kreatywne miasto, Warszawa 2013, str.34

[3] MAD city for people is an idea invented and promoted by dr Dominika Pazder, dr Bartosz Kazmierczak during Poznan Design Days 2014. The authors of the concept are also involved in a research entitled "Art in a city space - obiecton as a tool of the creation and social activation of a downtown public space. Case study of Poznan", which is held in Poznan Univerity of Technology, Faculty of Architecture, 2013-2015, number 02-017/13 DS.PB, leader of a scientific group - dr hab.Tomasz Matusewicz, members - dr Dominika Pazder, dr Bartosz Kazmierczak.

of a meaning and nature of the selected streets, squares and parks of a downtown area. Owing to a MAD concept there were identified three main factors describing the state of the Poznan central area: meaning - understood as a role of a place in the mental map of the city inhabitants, action - as social behaviors and interactions taking part in these spaces, and design - widely understood as aesthetics and usability of a given space. The idea of MAD could be helpful to determine the best function and its spatial scenography according to the location and spatial role and an equipment of specific public spaces withina downtown area of Poznan.

Discussion

Starting a public debate on the future development and reorganization of Poznan public spaces as well as an active participation of the municipal representatives and expert groups, indicates a greater openness of the city authorities to the needs and demands of the inhabitants. On the other hand, there is observed for several years a positive trend of a city centre revival concerning local groups of activists, creative environments, non-profit organizations and others for whom the matter of a balance among various functions and development aspects has become a common idea.

An opportunity to create a platform of cooperation between a municipality, bussiness and non-governmental organizations is a mutual willingness to cooperate and to take common actions. The idea to rescue the city center from a decline is supported, on the one hand, by a large representation of all kinds of groups and associations, on the other hand, by the willingness of a public authority which esteems the sufficient force of these actions to create conditions for mutual exchange of ideas and cooperation. Unfortunately, the threat is minimal interest in the joint operation of the business sector. There is also a lack of appropriate tools in the hands of the authorities to direct and control the actions taken by private investors. This situation leads to uncontrolled development and unwelcome spatial decisions which do not satisfy local societies giving at the sametime an extraordinary freedom for private investments. The business sector witnesses the weakness of the authorities and for that is not interested in the profits reduction in the name of social demands. In most cases, the authorities are often not able to affect the private investors to change or modify the proposed solutions to make them more pro publico bono.

Conclusion

There is a hope that perhaps the projects and scientific research in which the Author cooperated will help to give a new dimension of a social discussion about a future of Poznan public space. The concept of MAD city for people combines the element of freedom of artistic design with regular planning practices for forecasting future spatial changes and reorganization of existing urban situation. These projects can be found useful in the process of directing the infrastructural rearrangement of an urban tissue or communication system toward more complex actions like a stimulation of an urban life and social culture. Both socially driven soft actions and public infrastructure projects are essential elements of a modern strategy creation for the renewal of degradad and asleep Poznan city center. The mutual cooperation is the key to the success of any social and economic processes. Properly designed spaces and places - with material and immaterial values are the ones that are designed in accordance with needs of all the users. The proper and desirable public space transformation means a creation of the new sensible citizenship along with comfortable and high quality places suitable for all people, inspiring them and making them stay and come again and again.

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Bad loans and their influence in the Albanian Economy

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Abstract

The Albanian Banking System has gone through significant changes in its development performance. This progress presents numerous difficulties and challenges which help to further consolidate the system. Currently in the Albanian banking sector there are 16 operating commercial banks, five banks have been in operation since 1997.This tripling of the number of banks in operation shows the expansion this sector has had over the years, the development of which is associated with numerous problems and challenges.One of the problems facing the banking system is bad loans, whose treatment has taken a great importance in recent years, especially in the period after the global financial crisis. Albania is also affected by the financial crises, so this study has special importance for its banking system. The purpose of this paper is to become acquainted in detail with the problem of bad loans, the factors that cause it and the economical consequences.Factors affecting the determination of bad loans come not only from macroeconomic indicators, which are seen as exogenous factors that include the banking industry as well. On the other hand, the distinguishing features of the banking sector and the selection policies of each bank in response to their efforts to maximize the efficiency and improvements in risk management are expected to show a great influence on the development of bad loans. Throughout this paper we will take a good look in the banking system, in its lending activity in recent years and the performance of bad loans in Albania from 2003-2012. Then, we will provide a comparative study with Eastern European countries associated with the phenomenon of bad loans.Based on the data collected, we will ponder an econometric study, which expresses the impact of credit approvals and bad credit in the Albanian economy. We will finally draw conclusions and to give recommendations.

Keywords: banking system, bad loans, financial crises, Albanian economy

Introduction

The basic function of the banking system is the channeling of savings or free cash surplus units towards deficient entities. Bank credits constitute one of the most potential sources of financing economic activities of enterprises, while banks serve as the instrument that enable the flow of funds in the economy. Other financial intermediaries have not been able to play their role in Albanian fragile economy.

On the other hand the malfunctioning of Tirana Stock Exchanges reduces alternatives for fund raising ventures, as the capital market and debt instruments market, for example.

In transition economies, such as the Albanian economy, the combination of poor heritage with numerous structural problems makes it really hard the functioning efficiently of financial intermediaries, leaving more space for businesses to be financed in riskier ways, such as borrowing in the informal economy market. Moreover, the low level of recognition, structural distortions and the lack of confidence, make our country a market devoid of operating capitals and securities. By this filing, it is clearly evidenced that the financing channel through bank credit economy takes a special importance and therefore the role and responsibilities that policymakers, bankers, business people should undertake, are numerous.

Albanian Banking System is associated with significant changes in the performance of its developments. It also presents difficulties and challenges that help to further consolidate the system.

Chapter 1 Developments in Albania's banking system and its features

The performance of Albanian banking system can be divided into four periods:

1.The period from 1946-1990; 2.The period from 1991-1996; 3.The period from 1997-2003 and 4.The period from 2003 up until today.

All periods of banking system development largely reflect the prevailing economic, political and social situations in Albania.

The period from 1946-1990:

Our banking system during socialism was a fully centralized system until 1997. Till 1976 this system consisted of a single bank, The State Bank of Albania, which served at the same time as the monetary authority and as a credit to the economy. Its role as a financial intermediaries was quite limited because the distribution of loans was led by a centralized plan. The Bank served merely as a transactions registration institution among manufacturing enterprises. Apart from the State Bank of Albania,the General Directorate of Cash Savings and Insurance functioned to conduct population collecting savings and deal with property insurance, mainly that cooperative. In 1977 the Agricultural Bank was established as a separate bank,as a section of the State Bank of Albania. This bank bid for funds to cover the agricultural sector. In 1990, the Department of Foreign Relations of the Albanian State Bank served as the basis for the establishment of the Albanian Commercial Bank which performed the function of financing and promotion of exports and payments.

The period from 1991-1996:

As a part of an economic reform started in 1992, the reform of the banking system began as an institutional reform with a change of the legal provisions. The Assembly, in April 1992, adopted the Law "For the Bank of Albania" and the law "For the banking system in the Republic of Albania". These laws over the banking system transformed a one-level banking system into a two-tiered one. The basis of these laws opened a new window in the licensing process of new private banks and banking regulations from the central bank. The Bank of Albania was established as the country's central bank, while the other three state-owned banks: The Savings Bank,The National Commercial Bank and The Agricultural Commercial Bank, constituted the second level of the banking system. The Savings Bank was the successor of The Savings Institute. The National Commercial Bank was a merger of the domestic trade activity of the Albanian State Bank with the Albanian Commercial Bank. Again, there were two joint-venture banks licensed in 1992.

The problems of the banking system during this period:

-The level of financial intermediation was limited. The State-owned banks that dominated the market with about 90% of the deposit performed limited functions of financial intermediaries, while new private banks were limited in number, too slow or unwilling to attract deposits by focusing primarily on trade credit . The level of credit to the economy was very low. Banks operating in Albania at that time were carrying high levels of cash and they began to see short-term investments in government securities, as a better form and a more secure investment. The denial of credit was due to uncertainties in the implementation of Contracts, a lack of information about potential borrowers, but also a difficult macroeconomic situation prevailing in those years.

- Bad loans and increased loss was due to the lack of a proper regulatory and supervisory framework. The early years of transition were accompanied by a decline in economic activity due to the weakness of state enterprises, especially in the old technology industry branches and falling demand, branches representing important customers of state banks. Unturned loans were increased from 14% of the credit stock in 1993 to 60% in 1997)

- The lack of a banking experience for the activities of a market economy was a negative factor. Many bank executives had no international experience and came from other branches of government institutions, even by inexperienced financial sectors.

The period from 1997-2003

-The macroeconomic stability faced improvements during this period, after the pyramid crisis of 1996-1997. Financial sector reforms marked significant progress in that period. They were related to the privatization of state banks and the entry of new private banks, which have contributed to the deepening of financial intermediation and enhancing the quality of banking services. In 1997, another bank was licensed totally foreign-owned:The International Commercial Bank, while in 1998 it was licensed the American Bank of Albania and Tirana's branch of Alpha Bank Credit.

In 1999, three other banks began their activities:First Investment Bank, The Commercial Bank of Greece and Pro Credit Bank (Fefad), while in 2002 it was licensed The Credit Bank of Albania. In the first half of the 2000, banking market players gradually exchanged their investments without risk (to confirm their position risk-averse), with a massive credit. With these new investments of foreign banks and the privatization of state banks, competition increased and banks started to 'fight' in order to increase market share in loans and deposits. Consequently, competition in the credit market appeared mainly in shifting investments from government securities to loans to their customers, thus increasing the very rapid pace of loan portfolio. All this 'greed' to gain market share, was associated with underestimation of credit risk, easing of lending standards and overestimating the capacity of their clients to pay. Subsequently, the Albanian banking system came under the pressure of a global crisis and the lending rate changed, making banks more conservative in approving loans and borrowers more uncertain about their ability to pay.

The Banking market presented significant developments during 2003, supported by a favorable macroeconomic environment. The entry of two new banks and the privatization of the Savings Bank from an Investor in Central and Eastern Europe, led to increased productivity and competitiveness in the system.

The Intermediary role of the Albanian banking sector became more apparent after 2004. Some of the features that accompanied the economic and financial development, especially in the years 2004-2008 were:

rates relatively high and stable economic growth, low inflation and mainly within the limits set by the monetary authority, the high level of capitalization of banks, lending primarily in foreign currencies, extension of credit to borrowers individuals (especially for mortgage loans since the demand for this type of loan rose significantly) but without reaching levels lending to businesses, relatively high rates of interest on loans, low level of non-performing loans, a satisfactory rate of return on equity and assets of the banking system, etc..

The year 2005 was characterized by the continuation of the dynamic development of the banking system in Albania. This dynamic, in terms of licensing of banks and other financial institutions, reflected in applications for new banking licenses in sales and changes in the structure of banks' shareholders and a strong expansion of the network of different banks in different territories of the country.

During 2006, the banking system underwent significant quantitative and qualitative developments. At the end of the year, the banking sector consisted of 17 banks, of which three were entirely of Albanian capital.

In February, it was given preliminary approval for a license to the First Investment Bank which was a subsidiary of First Investment Bank,of Bulgaria.

During 2008, the number of banks in the banking system was reduced to 16 from 17, which was a year ago. The process of merging of the two banks:San Paolo IMI and Intesa Bank, through absorption, brought the banking group Intesa Sanpaolo. This development was due to the merger Italian Albanian bank in the American Bank of Albania, with their main shareholder Intesa Sanpaolo and financial effects of the merger started on 1st January 2008.

Nowadays the banking sector and the financial system operate in a challenging environment characterized by a slowdown in domestic economic growth and external financial incentives decline,a slowdown in public investment and private consumption, lending rates in the banking sector and further decrease of its quality, as well as dictated changes in the international market.However, in these conditions, the banking sector is generating profit and capitalization indicators of banking liquidity stood in considerable positive levels.The direct indication of market'risks on the bank sector is moderated,but the non-direct indication stemming from exposure to individuals and businesses is significant, suggesting the need for careful monitoring of the sector's credit bank quality .The decline of loans'quality represents the main concern for the sustainability of financial indicators of the banking sector. In the situation where the developments in the internal and external economic environment do not support a sustainable improvement of expectations for economic operators, improving credit can not come in the right way and move fast enough from the bank activity itself. The normal financial level in the intermediation sector in Albania, calculated as the ratio of financial system assets to gross domestic product (GDP) was estimated at 92.8% at the end of 2012, 89.5% at the end of 2011.The banking sector remains the main segment of financial intermediation, whose assets represent about 93.9% of total financial system assets in the whole. In the banking

sector, a major contributor to the performance of assets is the lending activity, although it has been declining due to lower economic growth and prudent behavior of banks in the allocation of credit funding. In the financing of the banking activity has totally contributed the depositing activity. This is regarded as a positive development, which affects the stability of the liquidity situation in the banking sector. On the other hand, this development highlights the need for continued preservation of public confidence in the banking sector.

Chapter 2 The performance of bad loans in Albania

The main threat to stability and development of the banking system today are troubled credits. The financial and economic crisis that the global economy is facing today has created a climate not conducive to the economic development, and the development of the banking system. The number of bad loans has increased since the beginning of the recent financial crisis. Despite the efforts some commercial banks are making together with the Central Bank of Albania, bad loans are still in trouble.

To have a clearer view of the problem Table 2.1 compares our banking system with the banking systems of several other countries. We note that this indicator has improved over the years 2003, 2004 and 2005. But after 2008 onwards, this indicator has deteriorated steadily in 2012, reaching a 14.4% of value. If you carefully look at the table, we note that in Albania, this indicator has a higher value compared to those of other countries. Even some countries of our region such as: Bosnia and Herzegovina, Croatia, Montenegro, Macedonia and Greece have the smallest percentage of the index compared to Albania.

The quality of the loan portfolio in the banking system was very high until 2007. Levels of bad loans began to have a higher level since 2008. So, the level of bad loans reached 3.4% by the end of 2007 and 18.8 % in late 2011. However, more than half of the banks in the banking system believe that the level of bad loans is higher than reported.

According to sources of the Bank of Albania, the amount of loans granted, of which the banks have no hope these loans to be paid off, has reached the sum of 310 million Euros at the end of 2012, it was around 220 million Euros at the end of 2011, amounting to one third of total loans problems. Compared to the end of 2011, problematic loans have increased nearly 4 percentage points, slowing down the pace of growth, they raised with 5.3% compared to the end of 2010. Problematic loans reached the maximum level in November 2012 with 23%.

Figure 2.1 shows the level of bad loans for the period 2003-2012. Albania as a country in transition has had a fluctuation in the performance of loans over the years. In the last decade, there is an upward trend in the share of bad loans to total loans, primarily due to the factors mentioned above. As it can be seen from the graph, the lowest level of bad loans was achieved in 2005, while the highest level in 2012.

Bad loans belong mostly to business loans, which reflect on the one hand -the general economic difficulties, and on the other hand- the poor quality of businesses, financed by banks during the credit boom years, the period 2004 - 2008.

In this perspective, we can say that the Albanian banking system should be very careful with problematic loans, especially in periods of crisis which favors the increasing of bad loans.

In fact at the end of 2012, loans to the economy reached the sum of 554.7 billion (leke), marking an increase of 2.4% on an annual basis, or 12.8 billion (leke). The increase of the loans in 2012, in absolute terms, turns to be about 6 times lower than a year ago. The annual growth rates of loans in 2012 were the lowest of the decade as shown in Figure 2.2. The main reason for low rates of credit growth has been the increasing of problematic loans. This has made banks focus on managing existing portfolios and be more selective in new lending.

Terms "problematic loans and credit outstanding" show the banking system's exposure to credit risk. At the same time low and declining values of this ratio indicate a limited exposure to this risk.

In Figure 2.3, the share of loans is presented by categories. As it can be seen from the figure, the share or standard of credit quality,has generally had the same trend, that of growth for the period 2003 - 2007, while since 2008 a decrease began with the highest level of decline in 2011 .

Taking into consideration problematic loans, (doubtful loans, substandard), they have had an upward trend, especially after 2008 onwards. The growth of this category of loans was due to the global financial crisis of 2008 which had its impact in Albania.

The Increasing of bad loans is a real problem, because it is a premise for lost credit growth.

Lending related to sectors of the economy

The sectors of the economy have played a different role in lending over the years. Credit growth is associated with increased non-performing loans as a result of bad credit.

Table 2.2 shows the level of lending by the main branches of the economy and the level of non-performing loans / loans outstanding for 2010 and 2011. As it can be seen, the business occupies the largest share of lending, with the highest level of credit concerning trade, repair of vehicles and household items, followed by the construction sector and manufacturing industry. While lending to individuals has also increased over the years, but the trend has not increased so much compared to lending for business growth.

According to a report by the Bank of Albania, by the end of 2010, from the total loans received, the construction sector is the most problematic. The level of nonperforming loans of this sector is 19.8%, while the lending value of the sector is 13.9% of the total. The list of problematic sectors is followed by the manufacturing industry with 15.2%, while trade, repair of vehicles and household items is measured to 13.8%.

Parts of other sectors having bad loans are: hotels and restaurants along with telecommunications, which have high levels of nonperforming loans within the sector, but from the total portfolio, the role they play is low.

It is noted that the loans taken by businesses at the end of 2011, represent 73.5% of the total loan portfolio and 26.5% loans taken from individuals. The economic problems these sectors faced, reflected in the increase of bad loans. From the table, it is clear that the indicator "loans compared to outstanding loans" increased in 2011 compared with the previous years. For businesses, this figure amounts to 20.8% at the end of 2011, and 15.7% for individuals.

Chapter 3 Statistical analysis of indicators that have an impact on bad loans.

Banks identify key factors that have led to the rapid growth of bad loans for both businesses and individuals. Some of these factors are: The economic crisis, businesses failed liquidity, flow reducing of migrants because of an income reduction as a result of layoffs for individuals. Job loss, the reduction of wages and the reduction of hours of work are the main factors that have forced the banks to increase non-performing loans in the category of individuals. Another reason influencing a growth of bad loans is related to the decline of remittances. Local currency devaluation (which automatically increased installments for all those who had borrowed in Euros , but had incomes in Leke) is identified as a factor by banks, but not the primary factor influencing this rapid growth of bad loans.

The factors affecting the determination of bad loans do not come only from macroeconomic indicators, which are seen as exogenous factors that include the banking industry. The empirical framework takes into account an analysis of the impact of general microeconomic factors which are not analyzed in this study, but have a significant impact on bad loans. All distinctive features of the banking sector and the policy choice all banks undertake in response to their efforts to maximize the efficiency and make improvements in risk management, are expected to have a great influence on the development of bad loans.

Berger and De Young (1997) studied the causal relationship between credit quality, efficiency and equity of the bank payment, using a number of commercial banks for the period (1985-1994). They tested four hypotheses that showed a causal link between these variables:

The hypothesis "bad luck": the Bank increases bad debt losses as well spend more resources on the collection of non-performing loans. This Increase in non-performing loans in the banking industry can be due to external events, such as adverse situations in economic activities.

The hypothesis "bad management": A low cost efficiency/ payment is positively associated with the growth of bad loans.

The hypothesis "skimping": Banks that do not have high credit quality appear to be more cost-efficient, yet ,they will have a "bloom" of bad loans in the long run.

The moral hazard: A low capitalization of banks leads to an increase in bad loans.

Berger and DeYoung, found support for both hypotheses before making a mutual causal relationship between cost efficiency and bad loans. (a negative relationship).

Podpiera and Weill (2008), studied the relationship between cost efficiency and bad loans in the context of the Czech banking industry for the period 1994-2005. They concluded that there is strong evidence in favor of the hypothesis "bad management" and suggest that regulatory authorities in developing economies should focus on performance management, in order to increase the stability of the financial system (by reducing the level of bad credit).

Salas & Saurina (2002), combined macroeconomic and microeconomic variables as regressive explanatory variables of bad loans in a study for commercial and savings Spanish banks, (1985 -1997). They found the effect size, which means that larger banks have less bad credit. Then the next hypothesis can be formulated: "The Banks size is negatively associated with bad loans."

The hypothesis of "pro-cyclical credit policy": Banks adopt a liberal credit policy, (Ryan 1994), during the boom cycle, and a strict policy during the period of concentration.

It should be emphasized that it is expected that the importance of various factors (such as macroeconomic and bank-specific) will vary according to different types of loans.

Factors affecting the growth of non-performing loans in Albania:

The economic crisis

- According to banks, the economic crisis is an external factor that has the most significant impact on increasing the level of bad loans. The consequences of the economic crisis are at the top of the list, which contributed to the reduction of sales to businesses and increased liquidity problems, which gave the chain effect throughout the economy. This situation not favorable to businesses brought non- performing loans towards Banks and it was transferred to individuals.

Problems with property titles

-Often the borrowing entities, put loan properties as a guarantee which in many cases are not legalized. This leads to increasing loan problems, as it creates difficulties in collateral repossessing.

The decline of remittances:

-Due to the global crisis, remittances in the country of origin have fallen sharply. Remittances constitute an important source of income for many Albanian families. They also affect the level of growth consumption and poverty reduction. Consequently, their decline has increased the possibility of non-payment of loans taken from Albanian individuals.

Unreliable income-documents:

-Often different entities commit forgery of documents which are proving their income to obtain loans from these institutions, but given that these documents are not in fact real and subjects have not really options to re-pay loans, it brings their inability to pay and thus increases the level of bad loans.

Low quality of financial reporting/planning:

- Taking into account the poor planning/reporting of financial customers, banks are in the position of making decisions with poor data quality. This results in a poor assessment of the potential of the business or financial situation at the time of loan approval. The recent bad loans highlighted the important link between low quality of reporting and business planning in Albanian and this created difficulty for banks in deciding on credit quality.

The relatively high rate of unemployment:

-Considering that unemployment is increasing, unemployed individuals do not have the economic means to pay and so logically the level of bad loans increases.

Overloading with loans:

-Specific subjects receive many credits from different institutions and thus increase in parallel financing inability to pay, subsequently bad loans increase.

The slowdown in the construction sector:

-From the group of business loans, construction's loans are the most problematic. Due to economic crisis, the sector suffered an immediate decline, having sales and liquidity problems, which led to problems with payment of loans.

Taking into account the above macroeconomic factors we tried to analyze the extent of their impact on nonperforming loans with the help of SPSS model.

By analyzing the data on table 3.1, the measurement of the impact of macroeconomic factors will be as it follows:

Regression Model	Independent Variables	Depended Variables	Standardized β	Sig.	Adjusted R2	F Value	Model Sig.
1	Bad Loans/ Total Loans	Total assets of banks /GDP (%)	1.312	.006	.959	53.355	0.000
		Total loans/GDP　(%)	-1.551	.004			
		Credit depth of information index	.463	.024			
		Unemployment, total (% of total labor force)	.744	.003			

BL/TL (Bad Loans / Total Loans) - variable that represents the ratio of bad loans to total loans-the dependent variable;

TA/GDP (Total Assets of Banks / GDP) - a variable that represents the percentage of total bank assets to gross domestic product, influential variable;

CDIX (Credit depth of information index) - represents the depth of credit information index, influencing variables.

U (Unemployment) – the influencing variable that represents the rate of unemployment; the model results important (F = 53,355),

Individual connections statistically result significant, the model built has an explanation of 95.9%, free from autocorrelation, d = 2.080 =2, the multicollinearity concern (VIFi <10), with a normal waste.

From the model we let out indicators such as loan interest, the spread (the lending rate - deposit rate) (%), Remittances / GDP which resulted insignificant from the model built. As expected, from the theoretical studies, the indicator "Total Assets of Banks / GDP" is important and its growth will contribute significantly to the increasing of level of bad loans. Unlike the theoretical implications, the indicator "Total loans / GDP", affects negatively the level of problematic loans.

We think that one of the main reasons of this negative impact is that in the recent years banks have been more selective and let's say they have had "the luxury" to make loans of very high quality in this period with low rhythm of lending by them and a high demand from entities that want to give loans. On the other hand second-tier banks lend to the state, where there is no risk of default. The indicator "Credit depth of information index" from 2008 up to now is quite high, at level 5, it should influence the reduction of non-performing loans. The theoretical conclusions of this indicator can not be proved, and we think we should find the reasons in the negative effects of the crisis and the years after it, because our data began at this period, they were 0 before it. The positive impact of indicators "Total unemployment, (% of Total Labor Force)", is consistent with our theoretical conclusions. The increasing of unemployment would lead to reduction of income as a result in a reduction of paying loans from individuals. If you continue the analysis, the reduction of individuals 'income will negatively impact on business activity, in lowering their income and consequently in the reduction of their ability to pay the loans. (If borrowers are members of the banking system)

Recommendations

- Banks in Albania should develop and implement appropriate policies and strategies and explicit about their performance in a medium and long term. The Bank of Albania, as the central banking institution in the country should play a more active role in creating a suitable climate. At the same time, this institution has the duty to examine the most real reasons of the problems associated with banks bad loans.

- Bank policies should avoid rigid strict practices and implement more dynamic practices, suitable and in function of the economy conditions. Banking supervision must make sure the realization of such action. It is easy for the banks to avoid a loss today, all losses are charged to the client, but this fact, directly or indirectly, influences the banking system and the economy in the near future. It should be mentioned the failure or bad loans taken by businesses, but in this case, the bank should help the business to come out from this problem.

- Banks may also use the information received from the Credit Registry to prevent bad loans. A Credit Registry is a database containing demographic information on the real financial situation of people applying for a loan at a bank, at a branch of a foreign bank licensed by the Bank of Albania or other lending institutions. The main purpose of the Credit Registry is to assist in the performance of safe lending transactions through the availability of information on borrowers, as well as promoting the efficiency and safety of the lending process.

- Care should be taken in granting loans. This does not mean that banks should restrain lending, because in the future it would damage the banking system because the market will suffer a lack of liquidity. If banks are especially cautious in granting loans, then there is a high probability for them to have in the future a qualitative loan portfolio. On the other hand, banks must manage very carefully the current loan portfolio. This means restructuring problematic loans, giving new opportunities to businesses, because helping these businesses after the bankruptcy would not be useful for the bank . Moreover, it is seen as a priority providing necessary assistance to businesses which are in financial difficulty.

- Banks must be able to recognize and better understand the borrower's financial situation by identifying and avoiding the abusers. Visits to businesses applying for loans should not be "routine and formal visits", but properly investigating to understand in depth about these businesses.

- Recommendations may include the restructuring of non-performing loans and their extension in time, in cases where it is analyzed that the borrower is deemed to be in temporary difficulties and to their execution or cleaning them off. This whole process should be guided and monitored simultaneously by the Bank of Albania.

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Tables

Table 2.1 Bad loans compared to total loans

Country 2011	2003	2004	2005	2006	2007	2008	2009	2010
Albania	4.6	4.2	2.3	3.1	3.4	6.6	10.5	13.9	14.4
Argentina 1.5	17.7	10.7	5.2	3.4	2.7	2.7	3.0	1.8
Australia 2.2	0.3	0.2	0.2	0.6	0.6	1.3	2.0	2.2
Austria 2.7	3.0	2.7	2.6	2.7	2.2	1.9	2.3	2.8
Belarus 3.1	3.7	2.8	3.1	2.8	1.9	1.7	4.2	3.5
Belgium 2.8		2.6	2.3	2.0	1.3	1.2	1.7	3.1
Bosnia &Herzeg. 11.7	8.4	6.1	5.3	4.0	3.0	3.1	5.9	11.4
Brazil 3.2	4.1	2.9	3.5	3.5	3.0	3.1	4.2	3.1
Bulgaria 13.5	3.2	2.0	2.2	2.2	2.1	2.5	6.4	11.9
Canada 1.1	1.2	0.7	0.5	0.4	0.4	0.8	1.3	1.2
China 1.1	20.4	13.2	8.6	7.1	6.2	2.4	1.6	1.1
Croatia 11.5	8.9	7.5	6.2	5.2	4.8	4.9	7.8	11.2
Czech 5.6	4.9	4.0	3.9	3.6	2.7	3.2	5.2	6.2
Finland 0.5	0.5	0.4	0.3	0.2	0.3	0.4	0.6	0.6
France 2.7	4.8	4.2	3.5	3.0	2.7	2.8	3.6	4.2
Germany 3.3			5.2	4.9	4.0	3.4	2.7	2.9
Greece 11.5	7.0	7.0	6.3	5.4	4.5	5.0	7.7	10.4
Hungary 10.4	2.6	2.7	2.3	2.6	2.3	3.0	6.7	9.7
Italy 7.8		6.7	6.6	5.3	4.9	4.6	4.9	7.0

Luxembourg 0.3	0.5	0.3	0.2	0.1	0.4	0.6	0.7	0.2
Macedonia, 9.1	22.4	17.0	15.0	11.2	7.5	6.7	8.9	9.0
Montenegro	5.2	5.3	2.9	3.2	7.2	13.5	21.0	3.2
Netherlands	2.0	1.5	1.2	1.7	3.2	2.8	2.7	
Slovak 5.8	3.7	2.6	5.0	3.2	2.5	2.5	5.3	5.8
Slovenia	3.7	3.0	2.5	2.5	1.8	1.8	2.3	3.6
Spain	1.0	0.8	0.8	0.7	0.9	2.8	4.1	4.6
United.K	2.5	1.9	1.0	0.9	0.9	1.6	3.5	4.0
United.S 4.7	1.1	0.8	0.7	0.8	1.4	3.0	5.4	4.9

Source: World Bank 2012

Figure 2.1. The influence of bad loans over total loans% (2003 – 2012)
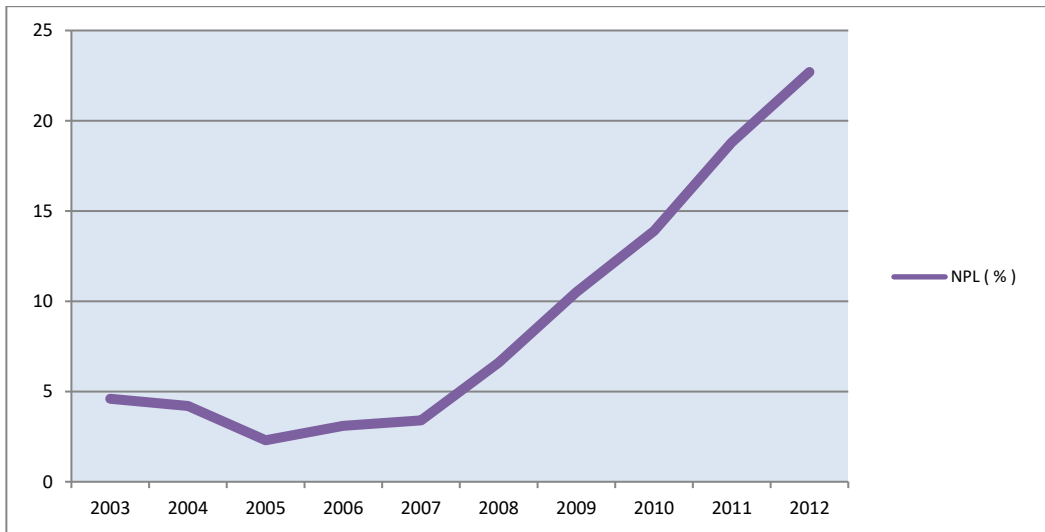
Source: World Bank 2012

Figure 2.2. The annual growth rates of loans

Ritmet e rritjes vjetore të kredisë (%)

Source: Bank of Albania, Monitor Magazine

Figura 2.3. Share of loans by category (as% of total outstanding loans
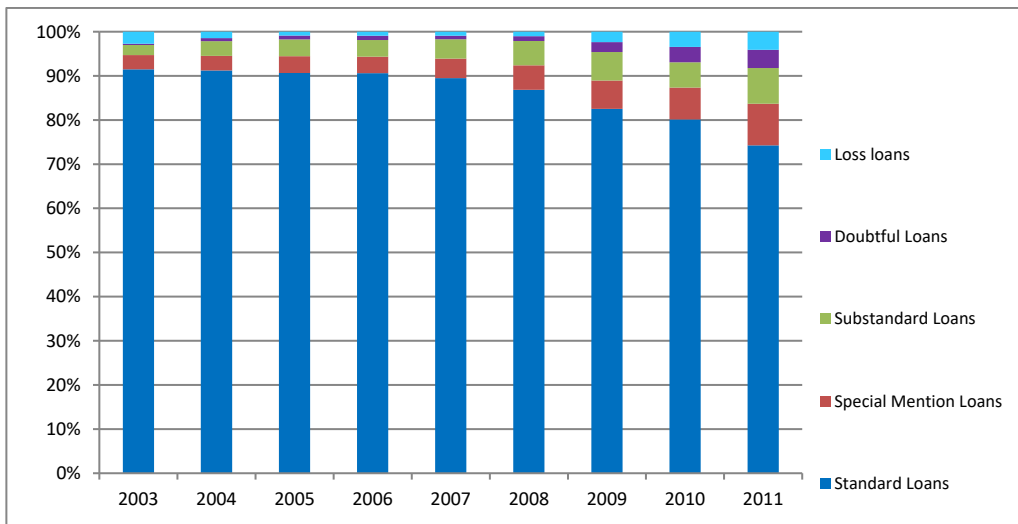
Source: Bank of Albania

Tabela 2.2 . The importance of loans according to categories

Description	In % 2008	In % 2009	In % 2010	In % 2011	Bad Loans/Total Loans 2010	Bad Loans/Total Loans
Businesses	65.4	67.6	69.9	73.5	15.1	20.8

Agriculture, hunting and forestry, fishing	0.7	0.7	0.8	1.0	23.4	13.6
Extractive industry	1.5	1.6	1.4	1.2	13.7	12.9
Processing industry	9.2	9.8	10.0	10.8	15.2	21.3
Education	0.6	0.8	0.8	0.8	12.1	3.9
Hotels and restaurants	3.3	3.2	3.0	3.0	22.7	45.3
Transportation, storage and telecommunication	1.5	1.7	2.3	2.3	23.0	15.2
Construction	14.3	13.8	13.9	13.3	19.8	29.6
Trade, repair of vehicles and household appliances	21.5	22.7	24.1	24.5	13.8	21.3
Households	34.6	32.4	30.1	26.5	11.8	15.7
Other	12.8	13.3	13.6	16.6		
Total	100	100	100	100		

Source: Bank of Albania

Tabela 3.1 The Indicators

Vitet	Bad Loans/Total Loans	Total assets of banks /GDP (%)	Total loans/GDP (%)	The change of loans given in years (%)	Credit depth of information index	Interest Loan	Spread (Lending rate - deposit rate) (%).	Remittances/GDP	Unemployment, total (% of total labor force)
2002		54.5	6.3		0	15.3	6.77	15	12.60
2003	4.6	53.8	7.3	31.2	0	14.27	5.9	14	12.60
2004	2.3	56.8	9.3	37.9	0	11.76	5.15	13	12.60
2005	3.1	60.9	15.7	73.1	0	13.08	7.99	12.2	12.50
2006	3.4	70.8	22.4	56.5	0	12.94	7.71	13	12.40
2007	3.4	70.8	30.2	50.1	0	14.1	8.44	12	13.50
2008	6.6	76.8	36.5	34.8	5	13.02	6.22	9	13.00
2009	10.5	77.5	39.3	11.1	5	12.66	5.89	9	13.80

2010	13.9	81	40.1	9.7	5	12.82	5.89	8	14.20
2011	18.8	86.1	40	12.2	5	12.43	9.82	7	14.30
2012	22.7	87.9	42.7	2.4	5	12.93	9.82	7	14.70

Source: Bank of Albania, World Bank, INSTAT

What Features Should Have Firms To Be Credited By Banks – The Case Of Kosovo

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Abstract

Business finance depends mainly on the development of the financial market and its instruments in country. To realize the investment and of their development activities firms was not enough internal finances, but they are forced to use external finances. The main form of external finances in developing countries is bank credit. The purpose of this paper is to analyze when firms need to finance investment and other activities are there any differences between firms of different sizes in acquiring bank loans and does structure of their funding sources is different. Consequently research question is: Does firm size impact on access to bank loans? So the main hypothesis to be tested in the paper is: firm size is positively correlated to access to bank loans. To test the hypothesis and to research about a purpose of the paper I used data collected from the survey of 500 firms in Kosovo, which was conducted by Businesses Support Center of Kosovo. The main results of the paper are that there is a positive relationship between firm size and access to bank loans. As larger is the firm as easier access to bank loans. Small firms are more limited in access to bank loans. Consequently, firm size determines the differences in the structure of the sources of finance for firms. Small firms have to rely more on internal finances, and because are more limited access in finances, they should be directed to the family and friends. Also, in order to obtain credit, small firms must provide collateral three times the value of the loan, while medium firms and large will provide for less than half of small firms do. Other factors that affect firms in acquiring loans from banks are trade and services sectors, imports and performance of the firm. The manufacture sector, export, having a written business plan and area where firm operates didn't find to have significance impact in acquiring loans.

Keywords: firm size, financing, factors, banks, Kosovo

1. Literature review

Numerous studies have discussed that small and medium enterprises (SMEs1) are financially more limited than large firms and are less likely to have access to formal sources of financing. Until recently, however, was a little evidence of country-level degree to which size is a crucial factor in determining the barriers to business development or access to finance.

Target efforts toward sector of small and medium enterprises often based on the premise that (i) SMEs are the engine of growth, but (ii) market imperfectivity and institutional weaknesses impede their development. Skeptics call into question the effectiveness of this policy and focus on empirical evidence either in favor of large firms or a blind policy approach to firm size (Biggs 2002, Beck & Asli Demirguc-Kunt, 2006). While many studies in the country and microeconomic level have assessed the importance of SMEs in economic development and industrialization process (Snodgrass &Biggs 1996, Beck and Asli Demirguc-Kunt, 2006).

If firms are face by limited access to external sources of funding they may not be able to invest against their will to do it, unless internal financial resources in available are sufficient. In these circumstances, large firms that are able to receive financial resources can not use those by profitability; on the other hand, small firms would find opportunities that can be good profitability, but can not find financial resources.

Theoretical and empirical considerations show that the size, age and ownership are the most reliable predictors of financial barriers (Beck, Demirguc-Kunt, Leaven dhe Makimovic 2006).

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[1] SME - small and medium. Their size in Kosovo is defined by Law no. 2005/02-L5 and Law no. 03L/-031 who fit that makes sharing OECD and the European Commission. This is based on the number of employees: 1-9 employees = micro enterprise; 10 to 49 employees = small enterprise; 50-249 = medium enterprise workers and 250 more employees = large enterprise. In most cases, instead of expressing paper will use the term enterprise firm and their meaning is the same

Older, larger and foreign-owned firms report lower financial barriers. In the case of fixed transaction costs and information asymmetry, small firms with demand for smaller loans face higher transaction costs and risk facing higher prices since they are typically the most inscrutable and have less opportunity in providing collateral.

If a firm has easy access to external funds, the internal generated funds should not constitute the main source of finance for investment. In addition, firms with a better financial situation, perspective and good governance practices need to find external funds more easily accessible. On the other hand, if more companies rely on self-financing, it means that either may be present financial constraints, or foreign capital is not easily achieved or even is unavailable or the circumstances of the enterprise make borrowing more expensive funds.

Access to finance and their cost is often ranked as one of the most restrictive features of the business environment of SMEs. Specifically, the cost of finance is ranked in over 35% of small and medium enterprises as the main limitation of growth in a sample of 71 countries, the bulk of them are in development, which is more than any other characteristic the business environment, including the tax rate and macroeconomic instability, also ranked by many SMEs as key growth restrictions (Beck, 2007).

The higher obstacles of financing reported by small firms compared with large ones also reflected in the forms of financing. While small firms finance less than 10% of their needs from finance investment banking, large firms finance more than 20% from bank loans. Large firms have advantages similar, although not as strong, in commercial loans and finance development, while small firms seems that most fund financing with equity and informal finance, compared with large firms.

Small firms finance their investments with lower participation from formal sources of external finances (Beck, Demirguc-Kunt, Laeven dhe Maksimovic, 2004) they average finance its investments with banks credit by 13 percentage points less than large firms. While there are no significant differences with in case of lease financing, large firms finance investment with a greater participation shares and - perhaps surprisingly-with development finance than smaller firms. On the other hand, smaller firms finance most of the funding to informal sources of finance, such as usurers or family and friends (Beck & Demirguc-Kunt, 2006).

The difference between small firms and large is at least as great or even greater for some specific financing obstacles, such as collateral requirements, bank documents, interest rate payments, the need for special connection and lack bank lending resources. Transaction costs and information asymmetries cause changes to access to finance for firms of different size. Fixed cost of transaction evaluation, processing and monitoring of credits resulting in cost reduction per unit as loan size increases. These fixed transaction costs exist at the level of transaction, customer, institution and even the financial system. Individual credit rating implies a cost that is at least partly independent of the loan amount. Maintaining customer relationship over time and various financial products, including credit, deposit and savings services, implies costs that are partly orthogonal to the number and amount of financial transactions with the client. These fixed transaction costs cause a difference between funding costs and financial institutions lending rate that they charge borrowers. At the time of uncertain investment returns, high transaction costs resulting in higher credit costs which could raise the possibility that the borrowers can not pay due to very high loads of debt payment. Before interest rate rises in the market clearing rate, financial institutions can ration at a rate of interest lower than the market equilibrium rate because the higher rates of interest will lead to lower debt payments expected (Williamson 1987, Beck 2007)

While transaction costs are restrictive for all borrowers, there are evidences that they are even more restrictive to small and medium enterprises. Their different characteristics and relative inscrutability increase the costs of evaluation and monitoring. Despite other credit categories, such as consumer credit and mortgage lending, SME lending product is still considered high-cost lending. More specifically, despite other credit products that can be reduced to simple transactions, lending to SMEs is still often depends on relationships between borrowers and creditors (Berger dhe Udell, 1998, 2006, Beck 2007).

Apart from the transaction costs the field for small and medium size enterprise is limited by the risk of failure. The risk of failure may be due to specific or systemic borrowers. Following the risk of specifics the borrowers and more specifically the risks arising from asymmetric information between borrowers and creditors. If the debtor is deprived of information for his project or his efforts and creditors may provide this information only in a higher cost prohibitive, this can lead to two different sources of risk:

Adverse selection and Moral Hazard

Adverse selection refers to the difficulty of selecting the best credit risk ex-ante, while moral hazard refers to the inability of creditors to effectively implement the approved credit contract ex post. Although such risk can be offset by increasing

interest rates, this would increase adverse selection and moral hazard. Once interest rates rise, this will attract more risky borrowers in race to undertake riskier projects with a high probability of failure. Inability to use interest rates as creditors pull selective technology to use selection tools that are not associated with interest as collateral, guarantees or assessment based on audited information. In its last implication, however, creditors will ration loans before allowing the interest rate to rise to market clearing level, which was first presented by Stigliz and Weiss (1981)

Lending to SMEs, as in the case of transaction costs, is more affected by the inability to manage risks than other credit products. Compared with large firms, SMEs are usually inscrutable, are less likely to be able to decide the collateral and often do not have audited financial reports that allow a better view of the firm and projected earnings.

The demand for creditable funds is a positive function of the expected returns of investment projects and a negative function of the interest rate of credit and voluntarily self-exluded. While a theory and empirical work suggests that market power can force banks invest in long-term relationships with small and mighty because they know they can recover the initial investment at a later stage (Petersen dhe Rajan, 1995; Bonaccorsi di Patti dhe Dell'Ariccia, 2004), other empirical work focuses on the effect of sound competition in the credit available to SMEs (Cetorelli dhe Strahan, 2004; Beck, Demirguç-Kunt dhe Maksimoviç, 2004a, Beck 2007).

2. The purpose and objectives of the study

The purpose of this paper is to analyze when firms need to finance investment and other activities are there differences between firms of different sizes in acquiring bank loans and a different structure of their funding sources. The objectives of the paper are:

To identify the differences between small firms and large for access to bank loans and understanding the financial constraints of small firms;

To identify the factors that affect firms in obtaining bank loans;

3. The research question, hypothesis and methodology of the paper

The main research question of this research paper is:

Does the impact of firm size in access to bank loans? Conqesuently it is drawn the main hypothesis for testing in our model:

"The size of the firm is positively correlated to access to bank loans."

Another question of the paper is what the characteristics of firm are that affects banks to approve loan?

The data used in this paper were collected as part of a broader survey of 500 firms in Kosovo, carried out by Business Support Center Kosovo. The sample was drawn randomly from the register of businesses held in the Ministry of Trade and Industry / Business Registration Agency. This randomly stratified sample allows us to draw general conclusions for the whole population of firms in Kosovo. The sample includes firms of all regions of Kosovo and is stratified into three main sectors, in order to reflect differences between production, trade and services. Statistical stratification is done in terms of size, in order to ensure representation of firms based on sample size. Interviews were conducted face - to-face with key people in each firm, mainly owner / managers or financial managers. Respondents were asked to provide quantitative and qualitative response to the intrinsic characteristics of the respective firm (years in business, location, firm size in terms of employees, the sector which operate etc.), Indicators of financial performance and investment (profitability and the level of investment, etc.) and information about success on their requirements for bank loans.

4. The banking sector in Kosovo, description of research statistics, model and research results

4.1 The banking sector in Kosovo

After the war in Kosovo, 1999, the banking sector has started from scratch making a break from the past and all the efforts have been directed at strengthening public confidence on that after having a bitter experience from the loss of deposits in banks of former Yugoslavia. The banking sector plays a dominant role in the structure of the financial system of Kosovo with 73% of the total assets of the financial sector. The banking sector has experienced during 2013, an increase of 8% and an increase better compared to that of 2012 when the increase was 6%. In Kosovo currently operate nine commercial banks. Some data placing most about banking sector are given in Table 1.

Table 1: Selected indicators of banking sector

	2009	2010	2011	2012	2013
GDP (mln. €)	4007.8	4291.1	4769.8	4961.4	5115.20*
Number of banks	8	8	8	8	9
Total assets of banking sector (%PBB**)		51.7%	52.4%	53.5%	54.5%
Deposits (% GDP)	43.5%	45.1%	44.1%	45.9%	47.9%
Loans (mln. €)	1289	1458.7	1698.1	1763.4	1805.8
Loans for private firms (% e GDP)		23.6%	23.9%	23.6%	23.4%

Source: Central Bank of Kosovo (2013, Quarterly Assesment of Eeconomy, Q4)
*CBK estimated
**GDP – Gross Domestic Product

The main sources of financing of commercial banks in Kosovo are deposits by 79% (CBK, 2014 Financial Stability Report). Major participation in the formation of these deposits comprises households with 72%, while private businesses sector contribute to 16% (CBK, 2014 quarterly assessment of the economy). However this potential financial banks use deposits formed by more businesses (67%) compared to households (31%). But this gap is being reduced because businesses have a negative trend in the share of loans, while households positive trend, as shown in the following table. Loans to private businesses mark a low around 23-24% of GDP, which is an indicator of financial performance and growth limitation of firms in Kosovo based on the view that firms are larger in countries with high levels of private credit relative to GDP (for more details see Beck & Demirguc-Kunt, 2006). Also, Kosovo marks the lowest level of the ratio of loans to GDP businesses in the region[1].

Table 2: Dynamics of deposits and loans in years

	2000	2001	2002	2010	2011	2012	2013
Loans/deposits ratio (%)	5.3	20.2	45.3	75.3	80.7	77.4	73.74
Business loans / T* (%)	100	93.4	83.1	69.3	67.1	66.5	67.0
Households Loans/TL (%)	0	6.6	16.8	29.8	30.3	31.0	31.0

Source: CBK, The data processed by the author of the paper (Monthly statistical bulletins of different years)
*TL – Total Loans

There is a slight increase in demand for loans by enterprises, dominated by SMEs requirements, while demand from large enterprises declined. On the other hand there is a tightening of bank credit activities, the reason given by banks cautious expectations about future developments in the country's general economic and also foreign banks operating in Kosovo exposed to increasing demands of regulatory capital at the their headquarters (CBK, 2014: Financial Stability Report) Also financial potential of the banking sector in Kosovo is limited because the near 2 billion euros from privatization fund, which is frozen and Kosovo Pension Trust, the bulk of which is placed in foreign markets outside turnover of Kosovo financial system (for more details see Bajçinca, E. 2013).

4.2 Statistics Descriptive

Let's view some results of research with firms in Kosovo. Table 3 presents an overview of the firms investing activities for the years 2010-2012[2]. In 2010, the percentage of firms that have had investment activities was 24.2, considered to be the

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[1] In 2011 SME loan / GDP report was 41.2% in Albania, 46% - Bosnia, 47.5% - Serbia, 49.9% - Macedonia and 121.2% - Montenegro black. Source: RIINVEST 2012, Bajçinca, E. 2013.

[2] For more detail, the results of the survey with SMEs see reports of research with SMEs (BSC Kosovo, 2011, 2012, 2013)

lowest in Kosovo after the war 1, to have an increase in 2011 with 48.8% of firms and a drop back to 37.2% of firms in the sample for in 2012. During the first years after the war there has been a boom in investment activity by the firms that contributed to their development and growth, while in recent years there is a struggle that can be from reaching the border firms opportunities and may also have felt the international financial crisis on the business activities of firms. As the structure of firms by size in Kosovo is, it approximately reflected in the participation of firms have investments, where it is remarkable dominance of micro firms, followed by small firms. It is undersetable that the highest average volumes of investments of large firms have been diminishing as it shrinks the size of the firm, to micro enterprises which have lower average.

Table 3 Investments of firms by size in Kosovo, for the years 2010 – 2012

	Number of firms in the sample that have investment	Participation in %	The average amount of investment (€)	Participation in the total volume of investments (%)
Micro Firms	136	73	10,679	13
Small Firms	31	17	175,821	47
Medium Firms	15	8	253,333	33
Large Firms	4	2	220,000	8
Total	186	100	62,273	100
2011 – Investment Activities, 48.8 % of firms				
Micro Firms	178	73	11,098	6
Small Firms	44	18	192,333	25
Medium Firms	17	7	508,000	25
Large Firms	5	2	3,009,750	44
Total	244	100	139,848	100
2010 – Investment Activities, 24.2 % of firms				
Micro Firms	95	78	19,893	11
Small Firms	20	17	131,813	15
Medium Firms	5	4	349,171	10
Large Firms	1	1	11,000,000	64
Total	121	100	142,743	100

It is evident, since the micro and small firms dominate investment activities in number, are also expected their demands to the banks to finance investment projects. There is a contradiction here. Although small and micro firms dominate in number of loans that use from commercial banks, however they are limited in terms of the realization of overall loan volume requiring the bank, either in the absence of collateral that can provide or because there are more unknowns in the market and banks in general, so consequently faced with obstacles in the realization of planned investments.

The results from the research show that small firms rely more on domestic sources to finance their investments, access to bank loans are smaller than large enterprises and for this reason they are oriented on the use of support from family and friends participating with 8.2% of small business financing. If we take SMEs generally, we would noted that they have 13.6 percentage points of their funding from bank loans less compared by large enterprises that is in line with international findings Beck&Demirgu-Kunt (2006). While the internal sources of financing participating about 5 percentage points higher at small firms than large enterprises, despite being well within small firms are financially limited (Butters&Linter 1945,

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[1]About investment activities for years 2001 - 2005, see survey research reports with SMEs in Kosovo, Riinvest 2006

Carpenter & Petersen 2001). The analysis reveals that there is a positive empirical relationship between firm size and access to bank loans, the smaller company's participation in the financing bank loans is lower and vice versa.

Table 4: Sources of funding for investment in Kosovo firms by size, in%

	Small Firms	Medium Firms	Large Firms	SME	Differences (SME- Large Firms) në pp.*
Own sources	71.8	70	66.7	71.6	4.9
Banks Loans	18.5	30	33.3	19.7	- 13.6
Donations	1	0	0	0.7	0.7
Family and friends	8.15	0	0	7.5	7.5
Usury	0	0	0	0	0
FDI	0.3	0	0	0.3	0.3
Other sources	0.25	0	0	0.2	0.2
Total	100	100	100	100	

*Pp – point of percentage
FDI- Foreign Dirct Investment

About 35.1% of businesses in Kosovo appreciate access to credit as a major obstacle or hindrance to the development of the business, which is in line with international findings.

Research evidence shows that not all firms that have demanded loans have managed to get it. Of all the firms in the sample included 195 who applied, 149 of them (76.4%) have received loans and 46 (23.6%) were rejected. If analyzed by size the firms that have applied, it would be note that 184 small loans received 139 (75.5.6%) were rejected while 45 (24.5%) of them. From medium enterprises included in the sample had nine firms applied for loans, 8 from them (89%) have received and 1 (11%) was rejected, while two large firms that have applied had managed to take out loans.

Responses of firms in the reasons for denial of credit, in most cases (90%) dominates the impossibility of providing collateral and in some cases the lack of a business plan and the impossibility of delivery of documents that requires banks. Also at the firms, there is a self-selection in decision-making occasion to apply for loans, which we call the discouraged group. When firms are asked about the reasons for not applying for loans, over half of SMEs (53.7%) stated that they did not need loans, 47.2% complained about high interest rates, 8.4% higher requirements for banks to offer collateral value and 8.4% of them indicated complex procedures for loan application.[1]

Figure 1: Access to bank loans upon application, by size of firm

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[1] Respondents were able to give more than one answer for the non-apply for loan.
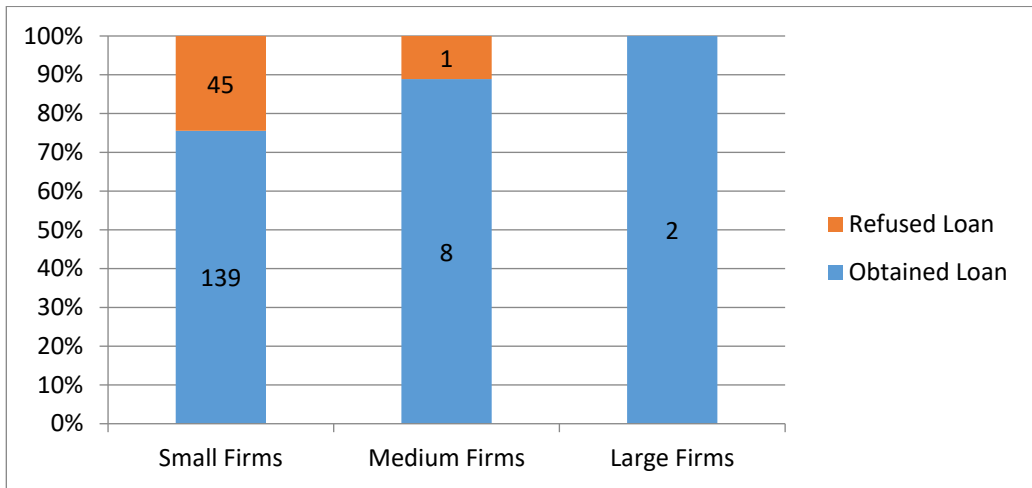
Based on survey data, an analysis was done for the coefficient of collateral, it shows that micro firms have average coefficient of collateral 1.39, small and medium enterprises 2.99 and 1.39 respectively, which according to ANOVA test results that the differences between the three groups were not statistically significant enterprises, while there is a significant difference between the averages of micro and small enterprises together on one side (3.01) and medium-sized enterprises on the other side (1.39)[1].

This shows that banks are quite conservative and want to be sure when deciding to lend to small firms. This may be the reason that some small firms complain about complex procedures when applying for loan. Also lending conditions in terms of loan repayment period vary between firms of different sizes. For example, the simple average return of credit for micro firms is 29.48 months for small firms 34.44 per month and for medium firms is 49

month. Although there are differences in the simple averages, there is no proving that these differences are statistically significant changes. Regarding the interest rate are not found significant differences of different sizes firms, the overall the rate ranges 13.5% on average.

4.3 The model

The database used for the purpose of this paper contains answers on questions asked to firms if they take loans from banks to fund its financing activities and other business activities by differentiating firms that applied for loans from those who do not have applied. From the sample of firms included in the survey, 195 of them had applied for loans. If the focus was only on firms that have received loans, it would be ignored the issue of selection of firms for lending. Some firms decided not to apply even if they need because they believed they would be rejected by the impossibility of meeting the requirements of bank[2].

In order to analyze the issue of selection or the probability of firms that received loans from banks are taken into account all the firms that had applied for loans. For the purposes of this paper was used logistic regression model to determine the probability of obtaining loan by firms that applied. Firms that had taken bank loans were coded with figure 1, and with figure 0 - firms that were not selected by banks to be lending upon application. Our aim was to test a model of how firm size affects the probability of obtaining bank credit when applying for loans. As the size factor is get the number of emploees in the firm. Besides size as explanatory variables is included age[3] of the firm.

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[1] In the absence of data for collateral of large enterprises, it wasn't done the collateral coefficient for large enterprises
.

[2] This can be seen by comparing the number of firms that have received bank loans with the number of firms that had investment activities 149/188

[3] Years since the establishment of the firm until the time of the survey

Besides the main hypothesis testing through logistic regression model, it is analyzed the impact of several factors for obtaining bank loans by firms such as the sectors in which the firm operates; manufacturing, trade and services being exporting or importing firm, the performance of firm, having a written business plan, employment growth, as well as areas where the company operates; urban or rural.

4.4 Results of the survey

Regression analyzes were performed in SPSS software package. To show off the results of the survey is used a logistic regression model. The procedure for testing the main hypothesis gave reliable results in connection with the explanatory variables on the dependent variable on significance level of 1%. In this model the introduction of explanatory variables, the size and age, are explaining the model between 8.7 and 13%. The model correctly predicts 76.9% of firms that have access to bank loans. Based on the results of the model in table 5, it is noted that the size is significance within the limit of 5% (significance 0.023), while age has no acceptable level of significance (0.156) so that it interacts negatively on the size of the firm in terms of access to bank loans. Size has a positive empirical relationship in access to bank loans, thus increasing the number of employees to affect getting a bank loan with a factor of 1.248.

Table 5: The impact of explanatory variables in obtaining banks loans

		B	S.E.	Wald	df	Sig.	Exp (B)
Step 1a	Size	0.222	0.097	5.195	1	0.023	1.248
	Age	0.045	0.032	2.017	1	0.156	1.046
	Size by Age	-0.008	0.004	4.185	1	0.041	0.992
	Constant	0.264	0.372	0.503	1	0.478	1.302

a. Variable(s) included in step 1: Size * Age .

Also through logistic regression model are analyzed the impact of several factors for obtaining credit from banks. This model correctly predicts the impact of the factors involved in making the loan at 79%, which is a satisfactory level, presented in table 7. The correlation matrix, presented in Table 9 in appendix shows that correlation between individual explanatory variables are low, which is a good sign for not having multicollinearity effect. Apart from the influence of size, further analysis of our model gave results that other factors affecting firms in obtaining loans from banks are sector, where trade and services are more likelyhood to get loans from banks. Then other factors that affect firms in acquiring loans from banks are imports and performance of the firm. Importing firms and those with good performance are more likelyhood to obtain loans from banks. Although we should be careful firm performance, because the perception of performance can be given ex post the credit and the positive perception of turnover firms have the opportunity to feel as a relief after receiving the loan.

Table 6. Classification Table

			Predicted		
Observed			Credit		Percentage Correct
			0	1	
Step 1	Credit	0	18	28	39.1
		1	13	136	91.3
	Overall Percentage				79.0

a. The cut value is .500

Other factors included in the analysis have not showed any significant effect on the decision of banks to lend to firms. The manufacturing sector appears to be less preferred by banks for lending compared to the trade sector. Besides the manufacturing sector, exporting firms have less likelyhood to obtain banks to lend in Kosovo. From a logical connection that exporting firms are firms that belong only manufacturing sector and both these factors are not significant for firms in obtaining bank loans, it should be a matter of concern for policy makers in Kosovo.

Having written a business plan seems not to be an important factor to acquiring loan, although this is a necessary condition for obtaining credit from a bank in Kosovo. Also credited to a firm does not affect whether its activity is spread in urban or rural area. Plans to increase employment have a slight effect but not a significant factor for obtaining loan from a firm.

Table 7 : The impact of different factors to firm in obtaining banks loan

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1a	Manufacture	1.376	.881	2.438	1	.118	3.959
	Trade	1.612	.468	11.861	1	.001	5.012
	Service	2.041	.575	12.610	1	.000	7.695
	Export	-.170	1.409	.015	1	.904	.844
	Import	3.287	1.171	7.882	1	.005	26.754
	Performance	.835	.407	4.204	1	.040	2.304
	BusPlan	.235	.448	.275	1	.600	1.265
	Employment Growth	-.746	.504	2.189	1	.139	.474
	Urban	.424	.587	.522	1	.470	1.528
	Constant	-.897	.648	1.915	1	.166	.408

a. Variable(s) entered on step 1: Manufacture, Trade, Service, Export, Import, Perfomance, BusPlan, NewEmployment and Urban.

Results from the table show that if the firm belongs to the trade sector the opportunity to take bank loans grow to about 5 times, and if the firm belong to service sector the opportunity would be increased 7.7 times, while firms experiencing business improvement adds to the possibility of obtaining credit for 2.3 times and finally, most importantly if the firm is importing of goods or raw material increases the possibility to get loan for 26.7 times.

5. Conclusions

The banking sector is the most stabldeveloped sectors in Kosovo e. Firms in Kosovo have experienced a decline in investment activities in the last 3-4 years. At least 20% of firms have been investing activities have access to bank loans, which appear to be small firms. Even about 24.5% of small firms that applied for loans were rejected, compared with only 1 medium firm refused and none of the big firms included in the sample. At the firms also exists a self-selection in the case of not applying for loans even though they need, and that this reluctance of firms is primarily due to the high interest rates, lack of collateral and delivery impossibility of securing documents and conditions requiring banks.

From the research results that small and medium firms on average finance their investments by bank loans by 13.6 percentage points less than large firms, therefore small firms should be directed to the family and friends for funding, and this category participate 8.2% on average in their financial sources. Differences of firm' size observed in terms of length of loan repayment, as smaller firms lower duration and vice versa, and the value of collateral to offer small firms provide collaterals on average three times the value of the loan, while medium firms offer 1.4 times the value of collateral loan.

 Based on econometric model found that firm size, measured by number of employees, has significant impact on access to bank loans. Firm size has a strong positive correlation with access to bank loans. For every worker more, the chances of the firm to access bank loans increase by a factor of 1.248. Besides size, other factors that impact the firms to access bank loans are if firms develop activity in the sector of trade and services, then import and firm performances. Imports have higher factor of 26.7 times to influence a firm to get bank loans. From the findings we can draw two pararlele. The first,

being the significant factor contributing in getting bank loans of the import and trade sector reflects the Kosovo economy orienting toward imports. The second, which can be noted is the finding that the manufacturing sector and exports are not contributing factors in obtaining bank loans, based on the fact that the export is typical characteristic of manufacturing enterprises, then this finding raises concern about the position of manufacturing firms, so it should be the signal for policy makers in Kosovo to address this issue.

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Change Disruptive Behavior by Changing Teaching: Improve Class Management by Adding a Variety of Teaching Strategies

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Abstract

An important issue in the Albanian schools is the disruptive behaviour and the impact that teaching can have on it. This empirical study explores the relationship between interactive teaching in pairs and the pupils' disruptive behaviour. It basically aims to find out if interactive teaching in pairs is accompanied by a greater or smaller number of disruptive behaviour occurrences than direct teaching. The participants are the pupils of a third grade class of the "Naim Frashëri" school in Elbasan, Albania. The school and the class where the study was conducted were chosen by randomisation. The study consisted in measuring a disruptive behaviour during direct teaching, performing an intervention, and then measuring the behaviour during interactive teaching in pairs. The data on the disruptive behaviour were collected through direct observation and were analysed using SPSS. The results of the data analysis showed that interactive teaching in pairs (mean difference 2.26, sig .000; two-tailed) is accompanied by less occurrences of disruptive behaviour than direct teaching. To have less disruptive behaviour teachers should change the teaching - they should use a variety of teaching strategies to involve all pupils and organise the class time in intervals of different activities to help pupils stay focused on the tasks.

Key Words: disruptive behaviour, forms of disruptive behaviour, interactive teaching in pairs, direct teaching.

Introduction

Teaching is an active process during which a person shares information with others to provide them with knowledge which brings changes in behaviour (Banks, 2000). There are several teaching types: interactive teaching, direct teaching, non-direct teaching and experience based teaching. (Dimensions of Teaching and Learning Teaching and Learning Branch, 2011). Interactive teaching is a two-way process in which pupils are expected to play an active role by answering questions, participating in discussions and explaining and showing their methods to the class (The National Numeracy Strategy, 1999a). Class interaction can be of several types. Karter (2011) identifies these types: pupil-teacher interaction, pupil-pupil interaction, small group-class interaction. In the traditional model of the direct teaching (Beauchamp & Kennewell, 2008) the only valid interaction source for the pupil is the teacher. It is a detailed and well-structured teaching method which is dominated by explanation in one-way communication (coming from the teacher) and avoids the other direction of the communication, and in which the forms of transmitting information are mainly related to transmitting ready knowledge.

Interactive teaching is in the centre of today's educational developments. It follows the world trend to transform the class into a vivid environment in which the aim is not to give information but to develop skills to find the information, where problems are identified discussed and analysed from different points of view and where pupils and teacher work together to solve them. The Albanian school is known for its traditional teaching, with the teacher in centre (CETQ, 2005). The Multifactorial Assessment of the Education Quality in the secondary Albanian schools (2009) notes that the traditional teaching method dominates in Albanian schools and only in very few occasions teachers do come out of the "frame" of this method.

More than half of the Albanian teachers have complaints about the pupils' problematic behaviour (Tamo & Karaj, 2007). All the studies of Hunter-Love (2008), Sentelle (2003), Jung & Boman (2003) and others show that these behaviours cause problems not only for the teachers, but they also disrupt the pupils' focus on learning (Fernandez-Balboa, 1991). They also affect the positive atmosphere in class, the social interaction between pupils and can make pupils participate less in class (Doyle, 1986). It has been accepted that teaching methods influence the pupils' disruptive behaviour (Kounin, 1970). While there is wide consensus that disruptive behaviours cause problems in the teaching/learning process, there has been no similar research in Albania about specific teaching methods.

The aim of this study is to analyse the relationship between interactive teaching in pairs and the pupils' disruptive behaviour in a class of the elementary education in Albania. It basically aims to find out if interactive teaching in pairs is accompanied by a greater or smaller number of disruptive behaviour occurrences than direct teaching

Questions of the study

Is interactive teaching in pairs accompanied by less disruptive behaviours than the direct teaching?

Do pupils display the same types of disruptive behaviours during interactive teaching in pairs and direct teaching?

Does the ranking of the disruptive behaviours change during these two types of teaching?

Methodology

Participants and data

The participants are 38 pupils – 20 girls and 18 boys aged 9-10 years old – of a third grade of the "Naim Frashëri" school in Elbasan, Albania. The school and the class were chosen by randomisation. The number of pupils (38) in this class is much higher than the average per class of third grades in: the city of Elbasan (24 pupils per class), the county of Elbasan (25.92 pupils per class), and in Albania (25.49 pupils per class).

Designing the study and the procedures

This group-class was chosen randomly. The study consists in measuring a disruptive behaviour in the group, performing an intervention and measuring the behaviour again, and comparing the results. The first measuring will be conducted during direct teaching, and the second during interactive teaching in pairs.

Preparation and the intervention procedure

The intervention by interactive teaching in pairs was archived through training the teacher in interactive teaching. The training consisted in knowing the basis and the characteristics of the interactive teaching in pairs, and the techniques to offer it. The focus was not only on the theoretical knowledge, but also on acquiring the skills to offer interactive teaching. The teacher was presented with techniques like "Review in pairs" etc. The teacher was graduated as "Teacher for grades 1-4", has been working for 12 years, and been awarded the second degree of qualification with the "Very well" result.

The observation procedure

The observation took place during eight weeks in March-April, twice a week – Tuesdays and Thursdays, two classes a day – the second and the third class, – a total of 32 classes. On the observation days the teacher was asked to conduct interactive teaching in pairs in one class, and direct teaching in the other class. Disruptive behaviours were recorded in all 16 classes of each method. The means of behaviours in both classes were measured, with the measuring during the direct teaching labelled the first measurement, and the measuring during interactive teaching in pairs labelled the second measurement.

The research team was consisted of the researcher and ten assistants who were present in class during lessons. The pupils' disruptive behaviours were recorded by direct observation. Each assistant observed four students (always the same ones) and recorded their disruptive behaviours (if any). Assistants were coded 1-10 during each class and kept the code until the end of the study. They had disruptive behaviours recording cards, which contained the codes of the behaviours and the codes of the students. The observation intervals were five minutes long.

Definition and measurement of the variables

The variables in this study are: disruptive behaviour, interactive teaching in pairs and direct teaching.

Disruptive behaviour is a dependent variable. For the purpose of this study disruptive behaviour in class was considered the behaviour that prevents or obstructs the teaching/learning process (De Martini-Scully et al, 2000). Six categories of disruptive behaviours were observed in this study: 1) Failure to immediately follow instructions; 2) Answering out of turn; 3) Making noise; 4) Looking around; 5) Touching the others; 6) Leaving one's seat without permission. This categorisation has been used by Sentelle (2003) and Yang & George (1995).

Interacting teaching is an independent variable. The interacting teaching in this study is a two-way process, in which every pupil plays an active role by answering questions, participating in discussions, and by explaining and showing their way of acting to the others. (Adapted from The National Numeracy Strategy, 1999a).

The Direct Teaching is an independent variable. It is a detailed and well-structured teaching method which is dominated by explanation in one-way communication (coming from the teacher) and avoids the other direction of the communication, and in which the forms of transmitting information are mainly related to transmitting ready knowledge.

The Instrument of the Study

The measuring instrument used in this study - a recording table to enter the disruptive behaviours during direct observation - was built by adapting instruments of Gable et al (1998). The table contained the codes of the observer (1-10), the codes of the pupils (1-4), the type of the teaching during which the disruptive behaviour was displayed (direct of interactive in pairs), and the six types of the disruptive behaviours that pupils might display. Each observer had a card to record the disruptive behaviours of their four students, and they used a new card in every observing session. Data from all cards were entered into a summary table.

Statistical analysis

Data were analysed using SPSS. The t-test was used to answer the questions of this study.

Results

Regarding the question: Is interactive teaching in pairs accompanied by less disruptive behaviours than direct teaching:

Each observed subject displayed disruptive behaviours at a mean of 3.84 (standard deviation = 3.79; standard error mean .61) during direct teaching; and a mean of 1.57 (standard deviation = 1.38; standard error mean .22) during interactive teaching in pairs (see Table 1).

Table 1: Mean and standard deviation of disruptive behaviours

Types of teaching	N	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Minimum	Maximum
					Lower	Upper		
Direct teaching	38	3.8421	3.79563	.61573	2.5945	5.0897	.00	5.00
Interactive teaching in pairs	38	1.5789	1.38782	.22513	1.1228	2.0351	.00	3.00

The Paired Differences (see Table 2) show that the difference between means for the total is 2.26 (sig .000; 2-tailed), meaning that less disruptive behaviours occur during interactive teaching in pairs.

Regarding the types of the disruptive behaviours, subjects of the first group display less of the following types of behaviours during interactive teaching in pairs: "non-immediate obedience to instructions" (mean difference .78; sig .000, 2-tailed), "Answering out of turn" (mean difference.84; sig .003, 2-tailed) and "Making noise" (mean difference.34; sig .051, 2-tailed). For the behaviours "Touching others" (mean difference .10; sig .291, 2-tailed) and "Leaving one's seat without permission" (mean difference .23; sig .107, 2-tailed) the differences in means are not valid statistically because in both cases the sig.

is greater than .05. The only behaviour encountered more often during interaction teaching in pairs is "Looking around" (mean difference -.05; sig .750; 2-tailed), but it is not valid statistically because the sig. is greater than .05.

Table 2: t-test for Equality of Means (Direct teaching - Interactive teaching in pairs)

Measurement (1 - 2)	t-test for Equality of Means							
	T	df	Sig. (2-tailed)	Mean Difference	Std. Deviation	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Failure to immediately follow instructions	4.017	37	.000	.78947	1.21161	.19655	.39123	1.18772
Answering out of turn	3.141	37	.003	.84211	1.65262	.26809	.29890	1.38531
Making noise	2.014	37	.051	.34211	1.04691	.16983	-.00200	.68622
Looking around	-.321	37	.750	-.05263	1.01202	.16417	-.38527	.28001
Touching others	1.071	37	.291	.10526	.60580	.09827	-.09386	.30439
Leaving one's seat without permission	1.653	37	.107	.23684	.88330	.14329	-.05349	.52718
The total of disruptive behaviours displayed by each observed subject	3.959	37	.000	2.26316	3.52354	.57159	1.10500	3.42132

Measurement 1- During direct teaching
Measurement 2- During interactive teaching in pairs

Regarding the questions: Do pupils display the same types of disruptive behaviours during interactive teaching in pairs and direct teaching? Does the ranking of the disruptive behaviours change during these two types of teaching?

Pupils tend to display the same disruptive behaviours during both types of teaching. The ranking of the means of the disruptive behaviours during direct teaching (see Table 3) shows that the behaviour that is ranked first during this type of teaching is "Answering out of turn" (mean = 1.4474). The last ranked behaviour is "Touching others" (mean = 0.1579).

"Answering out of turn" (mean = .6053) also ranks first during interactive teaching in pairs. The behaviour that ranks last is "Touching others" (mean = 0.526). The ranking for the third, fifth and sixth behaviours are the same during both types of teaching.

To sum up the answer, the ranking of the means of the disruptive behaviours during the two types of teaching is not the same.

Table 3: Ranking of disruptive behaviours during direct teaching and interactive teaching in pairs

No	Direct teaching	Interactive teaching in pairs
1	Answering out of turn	Answering out of turn
2	Failure to immediately follow instructions	Looking around

3	Making noise	Failure to immediately follow instructions
4	Looking around	Making noise
5	Leaving one's seat without permission	Leaving one's seat without permission
6	Touching others	Touching others

Discussion

This empirical study conducted in an elementary class in Albania explores the relationship between interactive teaching in pairs and the pupils' disruptive behaviours. The dominant teaching in the Albanian elementary education is the traditional teaching, in which pupils do not have the main role in choosing the teaching materials, organising the class and the activities. The interactive teaching is still a new tendency under development. By using this teaching pupils have a greater role in the teaching/learning process: they can learn from each-other by working together and by being active all the time. The two types of teaching allow different levels of disruptive behaviours.

Interactive teaching in pairs is accompanied by less disruptive behaviours than the direct teaching. The difference in means is 2.26 (sig .000, 2-tailed).

Interactive teaching in pairs in the elementary education makes possible for the pupils to understand what it is like to work with a friend. The theories on this type of interaction suggest that this teaching prepares pupils for one to one relationships they will have with their friends and others working with them. Pupils must learn to rely on another person and be able to assess their own strong and weak points when trying to finish a task. Interactive teaching in pairs is made possible by using a group of methods. The "Review in pairs" methods strengthen the expressing and paraphrasing skills and create regular models of short interruptions, which allow pupils to process what they are learning (Musaj, 2005).

For example, during the "Three minutes pause" method (McTighe, in Marzano, 1992) pupils engage in three ways of thinking: summarise what they've learnt, identify the interesting aspects or what they already know, and raise questions about what they do not understand. They choose the "close friends in learning" to work with (Musaj, 2005). "The Oral Fluency of the Pair" (Costa, 1997) is a fast tracking method for pupils to summarise their learning. Pupils are urged to use their class friends to get help to obtain personal understandings from important contents, and clarify and memorise the new information.

The decline of disruptive behaviours during interactive teaching in pairs happens because pupils are more efficient in learning if they take an active role when information is given to them. Taking an active role is not considered new in the relationship teaching-learning but it is not frequently applied in daily teaching, and teachers still use the old one-way methods of passing the information – always from the teacher to the pupil. The choice of direct teaching is due to two essential factors: it requires little efforts by the teachers, and it is suitable to them. Direct teaching is suitable for teachers but not for the pupils.

The study was limited because the small sample does not allow for the results to be generalised. The generalisation of the results would require at least a sample that involved more groups and classes. Another obstacle was the large number of the pupils in the class, plus the assistants of the researcher.

Conclusions and recommendations

Disruptive behaviours interrupt and divert teachers and pupils from the teaching/learning process in which they are involved. When disruptive behaviours obstructs the process in the elementary education, teachers need to reflect in order to make changes in their methods and practices.

Recommendations for the teachers:

Making use of a variety of teaching strategies

The elementary education teachers must use a variety of teaching strategies to keep pupils working and away from disruptive behaviours. Many types of these strategies can be found in didactic publications, and in The Plasma Link Web Service.

Split the time in small intervals

If pupils in the elementary education display disruptive behaviour and the teacher is explaining during the whole class, then the teacher must change they introduce the subject. In the elementary education where the classes last 45 minutes the teacher should be explaining only 20 minutes. Elementary schools pupils are characterised by concentration that lasts very little. If there are ways to organise the class time in intervals of different activities, this will help pupils stay focused on the tasks they've been given.

Focusing on the learning types

If pupils are not able to learn the material, not only they are not thinking, but they are thinking of something else. This "something else" is sometimes the way to cause disruptive behaviour in class, because they are bored or tired. Using the same strategy the whole time will only focus on one type of pupil and the rest will feel ignored. There are three ways of learning: visual, auditory and kinaesthetic learning. Some pupils can learn through all these three ways, but there those who have their own main way of learning. The key is to use as many teaching strategies as possible that include the three types of learners.

Teachers should be careful with the teaching practices they use in order to improve the learning. They should be carefully in dealing with disruptive behaviours, but should also examine their teaching strategies.

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Teaching through lectures and achieve active learning in higher education

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Abstract

Effective teaching is vital for student learning in higher education. The purposes of this study were to explore what makes a lecture to be able to promote active learning of students, and to measure by means of questionnaires (Course Questionnaire based on the principles of good teaching; Survey of classroom teaching methods) the teaching effectiveness through large group lecture in terms of using active learning strategies. Apropos, it was asked 300 students and 8 lecturers from varied disciplines of Elbasan University, in Albania, that to complete individually a questionnaire. The questionnaire considered key aspects of an effective lecture prescribed by current research, such as generating and maintaining interest, student engagement, organization and structure. The results of study showed that a considerable part of lectures, in particularly new lectures, were using Power Point presentations frequently and with long sequences of slides which contained a lot of listed information. Also, the students reported difficult for the new lectures to manage disruptive behavior in the auditorium. The study concluded that teaching through lectures and achieve active learning in higher education is a challenging experience for the new lecturers. The study remarked that academics are prepared for their role as research, but not their teaching duties. But, teaching in university is not an activity that anyone can do. Getting the lecture right is a skill and can take time. Furthermore, findings recommended that it is very important providing for a substantial investment into enhancing the teaching abilities of in-service academic staff and starting for preparation of university teachers.

Keywords: Teaching and learning in higher education, challenges for new lecturers, university teacher.

Introduction

 Background on lectures and active learning in higher education

Effective teaching is vital for student learning in higher education. As a platform for disseminating ideas and knowledge and for guiding and motivating students, teaching through lectures continue to be a cornerstone of higher education practices today. A further reason that lectures continue to remain important part of the university teaching and learning experience is also the significant growth in student numbers during recent decade. In this situation lecturing to large groups of students seemingly is utility solution for many higher education institutions.

Traditionally, lectures have involved the one-way transmission of course content from academics to students. This teacher-centered lecture format where professor talks for an hour or more and students listen is not an efficient means of conveying information and succeeding to students. According to Richard M. Felder (2007), student concentration rises sharply in the first ten to fifteen minutes of a lecture but then falls off sharply for the rest of the hour.[1] Other researchers have evidenced that the average number of items that can be held in short-term memory is 7 (±2). Therefore, if students do not have significant time to process new information, one of two things happens: either previous information is displaced or the new information is lost. Lectures that proceed quickly simply do not give students sufficient time to process information.[2]

However, lectures have more than a mere dissemination role. They should also motivate and challenge students and give them insights. Lectures would provide key opportunities for students to learn in an efficient way about the subject they have chosen to study. The lectures could typically convey and prioritise information about the subject in a relatively condensed format. It can also enthuse to students and provide a suitable framework for further study.[3]

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[1] Felder, R. (2007)

[2] John Sloman; Chris Mitchell; Peter Davies (2002)

[3] John Sloman; Chris Mitchell; Peter Davies (2002)

Typically, the lecture is defined as the delivery of a course through a series of presentations by academic staff members to a group of students, usually with visual prompts and aids.[1] However, most university teachers rely more on a generic understanding than a certain definition for lecture. They bring to the lecture theatre their experience of teaching in different approaches which often are based on inbuilt informal theories.[2] These theories which may be either consciously stated or implied in what the lecturers do in auditorium, have implications for the students` learning process, their attitudes and academic achievement.

There is significant research literature which discusses about ways of making lectures more effective and able to promote much more students` learning than simply to transmit information. Many of them suggest modifying traditional lectures[3] and incorporating active learning in classroom as an instructional method that engages students in meaningful learning activities[4] or involve them in doing things and thinking about what they are doing.[5]

Active learning shifts the focus from the teacher and delivery of course content to the student and active engagement with the material. Through active learning techniques and modeling by the teacher, students shed the traditional role as passive receptors and learn and practice how to apprehend knowledge and skills and use them meaningfully.[6]

According to Ann Morton (2009)[7] a lecture promoting active learning should have the following attributes:

It is delivered in a way that is informative, interesting and engaging.

The content is well organized, easy to follow and structured in a logical fashion.

Students feel involved through some type of active participation, no matter what the class size.

Students leave wondering where the time of lecture has gone.

Students leave knowing that they have learned something(s), and are often inspired to go off and find out more.

As Charles C. Bonwell (2000)[8] some of the major characteristics of lecturing associated with active learning strategies include:

Students are involved in more than passive listening,

Students are engaged in activities (e.g., reading, discussing, writing),

There is less emphasis placed on information transmission and greater emphasis placed on developing student skills,

There is greater emphasis placed on the exploration of attitudes and values,

Student motivation is increased (especially for adult learners),

Students can receive immediate feedback from their instructor,

Students are involved in higher order thinking (analysis, synthesis, evaluation)

Thus, active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.[9]

- Barriers to incorporating active learning into lectures to large student groups

- The recent research in field has identified some potential barriers[10] or certain specific obstacles[11] that could interfere with implementing active learning in large lecture classes, such as:

- The powerful influence of educational tradition,

- The discomfort and anxiety that change creates,

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[1] John Sloman; Chris Mitchell; Peter Davies (2002)

[2] Bonwell, Charles C., and James, A. Eison (1991)

[3] Penner (1984)

[4] Prince, Michael (2004)

[5] Bonwell, Charles C., and James A. Eison (1991)

[6] Instruction at FSU Handbook (2011)

[7] Ann Morton (2009)

[8] Charles C. Bonwell (2000)

[9] Meyer, C., & Jones, T.B. (1993)

[10] Bonwell, Charles C., and James, A. Eison (1991)

[11] Charles C. Bonwell (2000)

- The limited incentives for faculty to change

- The difficulty in adequately covering the assigned course content in the limited class time available,

- A possible increase in the amount of preparation time,

- The difficulty of using active learning in large classes;

- A lack of needed materials, equipment, or resources to support active learning approaches,

- The risks that students will not participate or they could resist non-lecture approaches,

- Use higher-order thinking,

- Faculty members will feel a loss of control,

- Lack necessary skills for implementation of active learning strategies.

Methods

The aims of the study

To explore relevant research literature about what makes a lecture to be able to promote active learning of students.

To measure by means of questionnaires (Course Questionnaire based on the principles of good teaching; Survey of classroom teaching methods) the teaching effectiveness through large group lecture in terms of using active learning strategies.

Participants

Participations in this study are students and university teachers/lecturers in Educational Science Faculty of Elbasan University (UE), which was asked to complete personally a questionnaire in order to measure aspects of the quality of teaching and active learning in frame course. The study was executed in the end of term-time (June, 2014) that corresponded with closure of a study course/matter.

The Students' Evaluation of Educational Quality (SEEQ) was distributed to a sample of 300 students from 11 different classes/courses. All the students were in the first year of the study program "Master in Teacher" for varied specialty disciplines, in Educational Science Faculty of Elbasan University, in Albania. On purpose students were not feeling under pressure to their participation in the evaluating process, most of them asked to fill up questionnaires during class time when they were in the end of last lecture of a group course/matter or when they had given a finite examination. The representative of the class was dependent on attendance levels and also how many students were present on that day. According to Study Program Regulation of this Faculty, the lecture is a component of pedagogic system that students` frequentation could be facultative.

A Survey of Classroom Teaching Methods was issued to a sample of 8 lecturers with full time which delivered on different class subjects to students of the study program "Master in Teacher" for varied specialty disciplines, in Educational Science Faculty of Elbasan University, in Albania. The lecturers were asked to describe the teaching strategies had used last time in class during a large group lecture.

Instrumentation

Student evaluations of teaching (SET) are the most common source used in the evaluation of teaching in higher education (Hoyt and Perera, 2000). Five of more mentioned questionnaires with internationally validity in use in higher education, are as follows:[1]

• The Students' Evaluation of Educational Quality (SEEQ);

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[1] Elaine Keane & Iain Mac Labhrainn (2005)

• The Course Experience Questionnaire (CEQ);

• The Module Experience Questionnaire (MEQ);

• The Postgraduate Research Experience Questionnaire (PREQ); and

• The Experiences of Teaching and Learning Questionnaire (ETLQ).

To provide higher validity of study findings it was selected to use the Students' Evaluation of Educational Quality (SEEQ). This questionnaire was developed at first by Prof. Herbert Marsh (a psychometrics expert at the University of Western Sydney) and is used to evaluate the teaching quality of individual course modules. Its validity and reliability have been confirmed internationally (Marsh and Roche, 1992). Also, Coffey and Gibbs (2001) [1] and Richardson (2005) [2] have provided a comprehensive discussion of the psychometric properties and discussed the relevance of the SEEQ to Higher Education. Meanwhile, Balam and Shannon (2010) reported that the SEEQ has received recognition for producing valid and reliable scores across different countries such as Hong Kong, Australia, Papua New Guinea, Spain, China and India. In short, SEEQ is an approach with internationally validity and very widely used in universities.

Students respond (anonymously), using a five-point Likert-type scale ranging from Strongly Disagree ("very poor") to Strongly Agree ("very good"), to 29 closed-ended statements exploring teaching effectiveness, which are based on eight dimensions of effective teaching (Marsh, 1984), namely: learning/value, enthusiasm, organization, group interaction, individual rapport, breadth of coverage, examinations and assignments. Space is provided on the instrument for open-ended and other additional items to be included where required. Completion time is approximately 20 minutes. This instrument is best used with a group of more than 10 students, as with fewer than 10, the reliability decreases.

The student questionnaire is only one means of evaluating and gaining useful feedback about the effectiveness of course lectures. Another valuable means of evaluating of lecture quality is self-assessment on the lecturer/staff. For study aims it was selected to use A Survey of Classroom Teaching Methods (SCTM) to staff which was elaborated by Charls C. Bonwell (2000). [3] This survey was made up to help the university teachers to identify in personal level using of active learning strategies during their lectures. The Survey of Classroom Teaching Methods contained 20 items which relate to interactive teaching strategies that a lecturer has used most often last times he/she has taught in a class. Lecturers of Faculty were required to note / indicate with a check mark (from 0 to 3) if they had used this teaching method the last time of their lecturing in a large class. Completion of this survey form usually takes 5-10 minutes.

Data collection procedure

As research literature in the field has recommended, the SEEQ was administered as near as possible to the final week of the course module. Thus, questionnaires was handed out students before the end of second semester and administrated by someone of leading staff and no the teacher of the group. Because of possible problems that Albania has yet with on-line system, the students asked to complete questionnaire in a handout paper form. At the same way SCTM is administrated to lecturers.

Data analysis

The data of paper questionnaires of students (SEEQ) were transferred on to a single grid in order to make it easier to interpret and store the responses. The answers to a question are represented on the questionnaire as points on a scale from 0 (Not Applicable), 1 (Strongly Disagree) to 5 (Strongly Agree). After the data processing, they were analyzed to generate the needful statistic for aims of study. Mean scores were calculated and standard deviation was used to measure variability.

To explain the variation of mean scores regarding level of effectiveness of lecture/performance of lecturer based on students` evaluation, all mean scores collected for every question were compressed in eight categories, such as: Learning,

[1]Coffey, M. & Gibbs, G. (2001)

[2] Richardson, J.T.E. (2005).

[3] Charles C. Bonwell (2000)

Enthusiasm, Organization, Group Interaction, Individual Rapport, Breadth, Examinations and Assignments. The rating of maximal and minimal level of effectiveness of lectures/performance of lecturers to every category was as follows:

4.75 – 5.00: excellent performance

4.50 – 4.74: very good performance

4.25 – 4.49: good performance

4.00 – 4.24: satisfactory performance

3.75 – 3.99: marginal performance

1.00 – 3.74: unsatisfactory performance

To evaluate answers to open questions which were in the end of every CEEQ questionnaire, responses/comments of students were reviewed into two categories as an overall evaluating of lecture: strong points and weak points.

To exploring correlations in the data collected from The Survey of Classroom Teaching Methods (SCTM) it was also created a single grid where it were listed 20 items related to interactive teaching strategies and the responses indicated with a check mark from each lector which was coded based on the length of time he/she had been in post as a lector (N= lector; 1y = 1 year in post as a lector, 1.8y = 1 year and 8 months in post as a lector, and so on., Thus, e.g., N15y = a lector had been in post 15 years)

Finally, the data processed were sum up on behalf of study purpose to reveal what kind of interactive strategies were used more in lecture with large class (the frequency of using of an interactive teaching strategy during lecturing).

Demographic information

Students

A sample of 300 students, in the first year of the study program "Master in Teacher" for varied specialty disciplines, in full time system, in Educational Science Faculty of Elbasan University, in Albania

Average age = 22.7 old years

Gender: 204 females (68 %) and 96 males (32 %)

Lecturers

The sample of 8 lecturers from different departments (mainly from study fields such as, math, linguistics, philosophy, social science) which teach with full time in study programs "Master in Teacher" for varied specialty disciplines.

Average age = 41.3 old years

Gender: 5 females (62.5 %) and 3 males 37.5)

Qualifications: 2 of them hold the title "Professor", 2 hold the grade PhD, 4 are in doctorate process;

University teacher experience: Range: 2.3 years – 18 years; 50 % of the staff had been in this post over 15 years, 12.5 % had been in this post at least 10 years and 37.5 % of the sample had been in less than 5 years.

Results and Discussion

Students` perception of the effectiveness of teaching through lecture

In the table 1 is summarized the statistical information of the students` respondents measured by means of CEEQ questionnaire of effectiveness of teaching through lecture. There are mean scores and standard deviation that enable to measure variability of students` perception of eight of the key dimensions the effective teaching through lecture, such as: Learning, Enthusiasm, Organization, Group Interaction, Individual Rapport, Breadth, Examinations and Assignments.

Although, CEEQ contained questions related directly to key aspects of an effective lecture in frame of a module/subject, at the same time it implied that these questions were related indirectly to the qualities and skills of the lecturer too. Thus, in the table 1 is presented the overall rating of lecture`s effectiveness that it also implied lecturer`s performance. The lower level of performance is recapitulated in "unsatisfactory" and the higher one is précised "excellent performance".

Table 1: Mean Scores, Standard Deviations and Overall Rating of every Dimension of Effective Teaching/Lecture measured CEEQ

No.	Dimensions of effective teaching/lecture	Mean	Standard Deviation	Overall Rating
1	Breadth	4.58	0.17	very good
2	Learning	4.50	0.15	very good
3	Assignments	4.33	0.14	good
4	Organization	4.25	0.14	good
5	Examinations	4.21	0.16	satisfactory
6	Group interaction	4.00	0.11	satisfactory
7	Individual rapport	3.83	0.13	marginal
8	Enthusiasm	3.75	0.12	marginal

According to the data presented in Table 1, results that none of the items surveyed in this study related to dimensions of effective teaching/lecture, were given a rating equivalent to "excellent".

The maximum achieved in rating of lecture/lecturer performance it was 4.58 mean scores accorded to Breadth dimension which corresponded to "very good" rating. This level is pursued Learning dimension with 4.50 mean scores which was quoted also "very good". Assignments and Organization are sorted on "good" rating to 4.33 and 4.25 mean scores. The Examinations and Group Interaction were rated on "satisfactory" with 4.21 and 4.00 mean scores.

The minimum was found out 3.83 and 3.75 mean score accorded to Individual rapport and Enthusiasm corresponding to "marginal performance".

These findings seem to be consistent with students` additional comments noted down CEEQ (Table 2) such as strong and weak points of lecture/lecturer performance. The strong points related to two teaching dimensions which were rated "very good" such as breadth and learning. Meanwhile weak points related mainly to individual rapport and enthusiasm of lecturers which were rated to "marginal performance".

Table 2: Students` additional comments in CEEQ

No.	Strong points:	Weak points:
9	Clear explanation; Breadth of knowledge; Integrating the theory to practice;	Few interest to student`s concerns;   Poor management of student` behavior problems; Exceedingly using of presentations in Power Point and long sequences of slides which contain a lot of listed information. There are a few unnecessary modular subjects that overload the study program.

Generally, the students seem to be agree that their lecturers had fulfilled their job in "very good" and "good" rating to such items as research/discipline`s breadth of covering and students` learning process, and also to assignments and organization`s dimensions.

However, some of items related to individual rapport towards students and their enthusiasm to teach and to provide guidance to them, were estimated lower than all.

Indeed, these findings were being suddenness for this study and would demanded further research to find out the eventual factors which have impacted on lecturers` attitudes as badly as they could be disconcerted in their mission as educators.

The using of interactive teaching strategies during lecturing

Based on information collected from SCTM, the study showed that even if a limited group in number (the sample of 8 lecturers), among lecturers were found a variety attitudes toward the using of interactive teaching strategies during lecturing, which could be affected from different factors, such as, qualification, years of university teaching experience, difference of the age, different research fields, etc.

Indeed, these factors have not been object of this study, but they were taken into consideration to explore the correlations in the data collected from The Survey of Classroom Teaching Methods (SCTM). Below there is the Table 3 which has served as a single grid to data processing. Thereon, the data were transferred to the Table 4 in a summarized rating.

Table 3: The frequency of using of an interactive teaching strategy during lecturing based on SCTM.

No.	Interactive Teaching Strategy	N 1.8 y	N 3y	N 4y	N 10y	N 16y	N 18y	N 21y	N 30y	Frequency of using of teaching strategy in total
1	I lectured during the entire class period	2	2	3	1	3	2	3	2	18
2	I showed a film or video for the entire class period.	0	0	0	1	0	0	0	0	1
3	During lecture, I gave a short, ungraded quiz to check student comprehension of material	0	0	0	2	0	0	0	1	3
4	I assigned a short writing activity without having class discussion afterward (e.g., writing end-of-class summaries, providing questions over material)	0	0	0	0	0	0	0	0	0
5	I had students complete a survey instrument	0	0	0	0	0	0	0	0	0
6	I had students complete a self-assessment activity (e.g., complete a questionnaire about their beliefs, values, behaviors)	0	0	0	0	0	0	0	0	0
7	I took the class on a field trip	1	0	0	1	0	1	0	0	3
8	I assigned a laboratory exercise that was done by students	0	0	0	0	0	0	0	0	0
9	I lectured with at least 15 minutes of time devoted to recitation or asking questions designed to check student understanding of material (interaction between teacher-student/student-teacher)	1	1	1	3	1	1	1	1	10
10	I led a class discussion focused on a visual/audio stimulus (e.g., a picture, cartoon, graph, song)	2	2	2	2	1	1	1	1	12

11	I had students engage in a brainstorming activity(i.e., a group activity designed to generate as many ideas as possible)	2	2	2	3	1	2	2	2	16
12	I lectured with at least 15 minutes of time devoted to class discussion (interaction between student-student, with occasional questions/remarks by teacher)	1	1	1	1	0	1	0	1	6
13	I assigned a short writing activity that was followed by at least 15 minutes of class discussion	0	0	0	0	0	0	0	0	0
14	I assigned an in-class reading activity that was followed by a significant class discussion lasting 15 minutes or more	0	0	0	0	0	0	0	0	0
15	I assigned a small group discussion or project(e.g., case study work)	0	0	0	1	0	1	0	0	2
16	I had students complete a problem solving game or simulation in groups	0	0	0	0	0	0	0	0	0
17	I assigned individual student presentations(e.g., speeches, reports)	0	0	0	0	0	0	0	0	0
18	I assigned small group presentations (e.g., debates, panel discussions, plays)	1	1	1	2	1	1	1	1	9
19	I assigned a student-centered class discussion(e.g., students developed the questions and lead the discussion that followed)	0	0	0	1	0	1	1	1	4
20	I led a role playing activity	0	0	0	0	0	0	0	0	0

Table 4: The interactive teaching strategies used more during lecturing to large class at the last times.

No.	Interactive Teaching Strategy	Frequency of using of teaching strategy in total
1	I lectured during the entire class period	18
2	I had students engage in a brainstorming activity(i.e., a group activity designed to generate as many ideas as possible)	16

3	I led a class discussion focused on a visual/audio stimulus (e.g., a picture, cartoon, graph, song)	12
4	I lectured with at least 15 minutes of time devoted to recitation or asking questions designed to check student understanding of material (interaction between teacher-student/student-teacher)	10
5	I assigned small group presentations (e.g., debates, panel discussions, plays)	9
6	I lectured with at least 15 minutes of time devoted to class discussion (interaction between student-student, with occasional questions/remarks by teacher)	6
7	I assigned a student-centered class discussion(e.g., students developed the questions and lead the discussion that followed)	4
8	During lecture, I gave a short, ungraded quiz to check student comprehension of material	3
9	I took the class on a field trip	3
10	I assigned a small group discussion or project(e.g., case study work)	2
11	I showed a film or video for the entire class period.	1
12	I assigned a short writing activity without having class discussion afterward (e.g., writing end-of-class summaries, providing questions over material)	0
13	I had students complete a survey instrument	0
14	I had students complete a self-assessment activity (e.g., complete a questionnaire about their beliefs, values, behaviors)	0
15	I assigned a laboratory exercise that was done by students	0
16	I assigned a short writing activity that was followed by at least 15 minutes of class discussion	0
17	I assigned an in-class reading activity that was followed by a significant class discussion lasting 15 minutes or more	0
18	I had students complete a problem solving game or simulation in groups	0
19	I assigned individual student presentations (e.g., speeches, reports)	0
20	I led a role playing activity	0

As seen in Table 4, the teaching strategy more used during lecturing at the last times resulted to be "lecturing during the entire class period" which was mentioned 18 times compared with other methods. Apart from difference that subjects had between them related to study areas, level of qualification, the years of university experience and the age, all of them show a strong approach to traditional lecture.

The engagement of students in a brainstorming activity was ranked the second method more used in lecture, which was mentioned 16 times compared with other methods. Since this method includes active learning could be seen as an open attitude of university staff to embrace new methods promoting interactive learning during lecture.

One another good example introducing student activity into the traditional lecture was using of pause procedure with at least 15 minutes of time devoted to recitation or asking questions. This strategy was mentioned 10 times compared with other methods. The research has suggested that pause procedure can be done two or three times during an hour-long class. Because this is so simple, it provides a baseline to study whether short, informal student activities can improve the effectiveness of lecture.[1]

Small group presentations were also mentioned 9 times compared with others. There is consensus in the literature reviewed that group work is viewed as a meaningful and valued learning method. The value of group work is that students learn to

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[1] Prince, Michael (2004) .

function in groups. [1] Group work can help students to become more active in their learning. When working with peers in a group, students are encouraged to articulate their ideas and question the ideas of others. When it works, this leads to a social process of constructing ideas and developing possible solutions to problems. This active engagement with peers in learning should be more likely to lead to 'deep learning', in which students really understand the meaning of theories. [2]

There were some kinds of activities that were using rarely during 3 last lectures, such as student-centered class discussion, checking student comprehension of material, field trip, using a film or video.

Meantime, there were some other activities that were hold of using during lecture, such as short writing activity without having class discussion afterward, completing of a survey instrument, self-assessment activity ore questionnaire, laboratory exercise during lecture, in-class reading activity, problem solving game or simulation in groups, individual student presentations.

Results of this study can indicate that using of interactive strategies during lecture trends to be sporadic, poor in choice and lower frequency.

It is a significant data that all subjects, apart from their difference in age, experience, qualification or study area, show a strong approach to traditional lecture. It seems that the traditional lecture method where lecturers talk and students listen, dominates in university classrooms yet.

Conclusion

The lecture is a component of pedagogic system that has been employed for hundreds of years in university institutions and it continues to be as well as a cornerstone [3] of higher education practices today.

The lecture is seen as making an efficient use of the lecturer`s time, since it allow teaching to take place in classes with a very high student/staff ratio. The teaching through lecturing to large student groups is likely to become an increasingly compelling incentive in an era of declining resources. [4] European Union already has a quantitative goal that 40 % of its young people should achieve higher education qualifications by 2020. [5] This means that hereafter higher education institutions not only need to find places for more students than during this time, but also to adopt an more effective teaching and learning approach through lecturing in order that quality of those qualifications be ensured.

The research literature is robust that active learning can make a positive difference for university students. Implementing active learning in large lecture classes may seem intimidating. Nonetheless, incorporating active learning strategies does not mean that professors must completely abandon lectures, but they need to modify it. Rather, active learning techniques can be selectively incorporated into lectures to change the pace of the class [6] and reinforce students` learning process.

Thus, lecture to large class size trends to be a challenging experience for university teachers, in particular for the new lecturers. To ensure the teaching quality they need to know what pedagogical approaches to use during a lecture in large group, where to pitch the lecture, how to keep all students interested and which ways to employ to get students engaged.

Indeed, the incorporation of active learning strategies into the daily routine of lecturing to large class size is not an easy thing to done and not all professors can be expected to embrace it. Research has detected some of potential obstacles or barriers which interfere with this process. However, each type of risk can be successfully over-come if academics as university teacher develop a better understanding of teaching and learning issues in higher education as well as to advance their pedagogic competences.

Perhaps, most lecturers think of themselves as being good researchers make automatically them also good university teachers. Certainly, there are many good academics which may be using willingly teaching activities that are confirmed from research for their beneficial effects in university students` active learning process. But, in this point it is essential to make a distinction between teaching activities and teaching skills. Comprehensive teaching activities are not by themselves

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[1] Viki van Rensburg (May, 2012)

[2] Rob Watkins (2004)

[3] 3 John Sloman; Chris Mitchell; Peter Davies (2002)

[4] John Sloman; Chris Mitchell; Peter Davies (2002)

[5] Graham Gibbs & Trevor Habeshaw (2013)

[6] Juan Carlos Huerta (2007)

proof of demonstrated teaching skills. When judging teaching skills focus should be on to what extent the teacher has carried out the activities in such a way as to help improve student learning.[1]

In the absence of educational development, teachers in higher education tend to base their teaching on their own experience as students. In this way, old teaching methods that focus on the teacher` rather than on the students` needs and on the subject matter rather than on the transformation of student knowledge perpetuate from generation to generation.[2]

Generally, many countries in world, including Albania also, have perceived earlier the need for professional training of teachers at preschool, primary/elementary, secondary and high school level, whilst it seems to be a too common assumption that such professional teacher training is not necessary. According to European Science Foundation (ESF, 2012), teaching in higher education is still viewed as an activity that anyone can do. In many countries, academics are prepared for their role as research, but not for their teaching duties. [3]

However, recent changes in higher education sector and increasingly request for the quality education make the development of academics` teaching skills a priority. In this framework, it is imperative to have a global collaboration and track down the recent experiences of countries such as, the United Kingdom, Ireland, Nordic and the Low Countries, United States, Australia and Canada,[4] in order that:

To define Professional Standards Framework for Teaching and Supporting Learning in Higher Education;

To establish teacher development programmes for academics and doctoral students;

 To establish professional associations to advance teaching and learning in higher education.

Limitations

Even if questionnaires used in this study are generally known in evaluating the quality of teaching and active learning in higher education sector, they have a number of disadvantages compared with other evaluation tools. One of important characteristics of questionnaires is that they gauge opinion of participations rather than measure things more directly. This thing allows for some subjectivity in the responses obtained.

The full sample of participants which stand for academic staff included in study is shortage and this element can effect on generalizing of results.

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The Importance Of Oral Presentations For University Students

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Abstract

This paper aims at presenting the specifics of designing oral presentations for university students. Oral presentations are becoming an important part of language teaching, especially in the university environment. Teaching students to design effective oral presentations presupposes two goals, namely, enabling students to function successfully in the future professional surrounding, and preparing them for their possible further academic career. For both directions, the author of this text, an ESP lecturer and syllabus designer, concludes from her own teaching experience that teaching presentations is a necessity if students are to perform well both in professional and academic settings. Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to oral presentations. By making students aware of basic points, types, characteristics and styles of scientific and technical communication, the paper is to serve as a starting point in an attempt to make them expand and perfect their oral presentation skills. In a pilot study a conceptual framework has been used to illustrate our starting point. It has been examined the importance of designing an effective oral presentations at the university level.

Key words: oral presentations, university students, professional and academic settings

Introduction

The present paper concentrates on oral presentations designed to help university students to improve their communicative skills.

 "Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain those skills which will enhance their prospects of employment" (Fallows & Steven, 2000). Employability skills include the following abilities: the retrieval and handling of information; communication and presentation; planning and problem solving; and social development and interaction, creative thinking, problem solving critical thinking, active and reflective application of knowledge (Fallows & Steven, 2000; Driscoll, 2000). These are the skills students need to succeed in their future workplace, so, they should be embedded within the academic curriculum.

One especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes. Oral presentations provide "a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public" (King, 2002).

The importance of designing effective oral presentations

The ability to communicate is the most important goal that communicative language teaching aims to reach. It is to be able to operate effectively in the real world (Hedge, 2000). Students need a lot of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinions. With globalization graduates need to be proficient in oral communication skills in order to function effectively in the professional setting (Živković & Stojković, 2011). Generally, effective oral communication is essential for success and promotion in business (Murphy and Hildebrand, 1997).

 For successful oral communication students need a thorough in-depth instruction and practice. The best practice is to give oral presentations. Oral presentation skills are essential for employability and true academic study as they lead students to enter into debate and sustained reasoning (Morley, 2006). They enable students to participate fully in their learning, demonstrate their ability to communicate, and help them develop competencies in an area of their future working places. They demonstrate one of the most successful way ''to get the student's attention, encourage curiosity, create challenges" (Hutchinson and Waters, 1987).

The study of presentation techniques is a chance for students to gain insight into knowledge and skills that make a good lecturer which often turns to become their vocation. The mastery of the subject topic and the good will to interact with others will allow them to actually enjoy sharing their knowledge in a constructive way both for their audience and themselves with structured planning and organization.

Teaching principles of oral presentations at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals and to non specialists (Živković & Stojković, 2013). Every professional is involved in some aspects of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences.

Teaching students to design effective presentations implies developing their insightful and well-trained thinking strategies that can produce clarity in communication without oversimplifying scientific or vocational issues. The results are substantive, which means improving the quality of presentation actually improves the quality of thought, and vice versa.

Students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills" (Girard & Trapp, 2011). According to Girard & Trapp (2011) the potential benefits of students' oral presentations include:

greater class interaction and participation,

increased interest in learning,

new perspectives not covered otherwise,

improvement in communication and presentation skills.

Oral presentations represent an opportunity for developing real-world communications as well as leadership skills (King, 2002).

Among the many advantages of designing oral presentations for students are (King, 2002):

bridging the gap between language study and language use;

using the four language skills in a naturally integrated way;

helping students to collect, inquire, organize and construct information;

enhancing team work;

helping students become active and autonomous learners.

Students are involved in their own learning process as active participants, they are engaged in real-world experience, and they build creative and critical thinking and problem-solving skills as important characteristics for success in the 21st century. The final goal is to help students maximize their potential, both personally and professionally.

Supporting students to develop better communication and presentation skills

Gray (2010) argues that communication skills must be transferred from the classroom to the workplace. Today's business graduates are expected to have solid communication skills. Graduates are expected to enter industry with the ability to communicate effectively. In that way, university must provide students with communication skills demanded by employers (Russ, 2009). Communication skills are required by students (future specialists) whether they are expected to give presentations at conferences, symposia or other meetings. In order to be effective communicators, innovators, critical thinkers and problem solvers today's students "enhance their skills and capacities by improving their means of linking their skills and capacities to the world market" (Reich, 1991). Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering oral presentations.

Students' oral presentations are a common part of many courses at colleges and universities as they are one of the ways to improve learning of course material. Despite the positive aspects of using presentations in the classroom, some students may show resistance to do extra work, have fear in public speaking, and display boredom while sitting through others' presentations if they are not engaged with the experience. Therefore, such students may have generally negative beliefs about giving classroom presentations (Girard & Trapp, 2011).

But, on the other hand, if properly guided and organized, oral presentations provide a learning experience and teach lifelong skills that will be beneficial to students in all school subjects, and later in their careers (Meloni & Thompson, 1980).

Basic instructional design

Since oral presentations involve multi-skills, a carefully planned and constructed guideline will help develop students' receptiveness to these presentations. Listing instructional objectives and explaining reasons for this activity can increase student participation and may always result in a heightening of satisfaction and achievement.

The fundamental purpose of scientific discourse is not the mere presentation of information and thought, but rather its actual communication (Gopen, 1990). The fact is that oral presentations are much more than a simple delivery of one's scientific of professional knowledge. The preconditions of an effective, but most importantly good oral presentations are many. Sole mastery of the required knowledge is insufficient in this case. The success largely depends on judging all the specifics of the situation and responding to those properly, and the impression one gives as a person. An oral presentation should never be a monologue, but an active dialogue in which verbal communication is not the only constituent.

The content element of the presentation includes aspects that need to be assessed such as knowledge shown, logical appeal, fielding of objections, questions posed, improvisation shown, and conclusion (Carroll, 2005). Separating your presentation into meaningful sections achieves some of the cognitive work for your audience (Platow, 2002).

The important aspects of spoken presentations are the following:

1. Introduction,

2. The main body (Methods, Results),

3. Conclusion (Discussion).

1. Introduction – Greet the audience, Introduce yourself, Explain the purpose of your talk – Start by introducing the topic, Outline the main points - State your purpose and announce the outline of your presentation in very simple, precise language. A good introduction will capture an audience's attention.

2. The main body (methods, results) – Move to a point – outline your talk, State main ideas clearly and present examples, Introduce a visual aid Use visual aids to engage the interest of your audience. The information in the body needs to be well-structured. Decide on an organizing principle. It could be by chronological order, theme or order of importance.

3. Conclusion (Discussion) – Conclude your talk, Summarize the main points, Invite questions and comments.

The facts that need close attention are the following:

a. Identify the audience

The first thing to be done when preparing a spoken presentation is to identify the audience as precisely as possible (experts, technicians, executives, nonspecialists). Different audiences require and are prepared for different amount and depths of information. The success of a presentation depends on knowing those in advance.

b. Determine the aims of presentation

The presentation can have one of these aims: to inform, to persuade, to teach. Depending on these, the structure and the shape of the presentation will vary significantly.

c. Shape the presentation

Students should gain the mastery of organizing and selecting their arguments or pieces of information so as to respect the time allotted. Also, for the sake of their assertiveness they should familiarize themselves with the physical space for their presentation and visualize their movements within. The organization will depend on the overall purpose of the talk, but basically it may be of the following kinds: classifications, cause and effect, problem and solution, experimentation.

d. Introduce appropriate visual aids. The main thing is to encourage students to use support material and visual aids. When designing a visual, students should consider its effect on the audience. To help the audience follow the presentation, it is a good idea to use some of the visual aids: Slides, LCD and DLP Projectors, Laptops, LCD panels, Video, Multimedia, Laser Pointers, Lapel Microphones. There are a great many presentation tools available to presenters. "Even the simplest visual aid can   provide a grasp   of the   structure and direction   of   the argument, which will   help the listeners to understand and remember" (Turk, 1985).

Some advantages of using the visual aids (Walters and Walters, 2002):

they can contain more details,

they are good for audience participation,

they can show motion,

they are easy to modify or create,

they keep room lights up,

- they can be a concrete reminder of the message.

e. Gain the audience's attention

The introduction must draw the audience's attention, identify the topic, and create expectations in the audience that the presenter will satisfy in the course of the presentation. Gain the audience's attention by connecting their needs/values/knowledge to the topic of the speech.

f. Familiarise the audience with the aim, content, and the structure of presentation

The audience should know what to expect and should be immediately persuaded that these expectations will be fulfilled. This requires clear statement of the content organization at the very beginning.

g. Prepare a closing summary

An effective conclusion develops naturally from the structure and content of the preceding material. It reaffirms the connection between the audience and the material presented.

h. Delivery

During the presentation a presenter need to:

- face the audience - maintain eye contact with the audience as much as possible,

- use natural hand gestures,

- look presentable - it means to dress well for the presentation, usually a formal outfit is preferred to show the level of professionalism. Appearance says a lot about someone's personality and confidence,

- speak in a clear and audible voice to get your presentation through to the audience even the ones sitting further away,

- pause periodically - it gives your audience a chance to digest your information and it also gives them permission to participate,

- be aware that nervousness is to be expected, just should be turned into enthusiasm,

- Engage your audience - pose a question to see how much they know about the subject you are about to discuss,

- give the talk a clear, logical structure with an introduction, the main body and a conclusion,

- emphasize key words to allow your audience what they really need to pay attention to; if you speak in the same voice tone throughout the entire presentation, no one knows what is really important.

- make the visual aids clear and easy to understand,

- respond to questions politely, good-humoredly, and briefly,

- summarize your main points and give a strong concluding remark that reinforces why your information is of value.

-- invite questions from the audience at the conclusion of your presentation. A well-managed questions and answers at the end of the presentation are of real value. Encourage the presenting student to invite questions and the audience to ask them.

As a well-known fact, English language instruction today is often one of the crucial aspects of preparing students for their vocation in a highly competitive international professional environment. Teaching principles of oral communications at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communicating professional knowledge to other professionals. Every professional is involved in some aspects of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences.

As a summary to all mentioned above, it is important to point out that oral presentations for academic and professional purposes need to occupy a significant part of language teaching classes. By their nature they can be taught only as an interactive kind of lecturing. Through practice work students reproduce the knowledge lectured through their own examples.

The aim of such classes is practical and concrete. It is tailored according to the needs of specific professions and allows students to present the acquired academic knowledge in both academic and professional environment

How oral presentations can be effectively integrated among university students

In a pilot study a conceptual framework has been used to illustrate our starting point. The study has grown out of a large research project investigating the significance of oral presentations in engineering classrooms.

It has been examined how students comprehend the importance of oral presentations in the engineering course. The investigation was performed at the Faculty of Civil Engineering and Architecture in Niš, based on the sample of 85 students. The collecting of data was done in the spring semester, March, 2014. Data analysis was carried out through qualitative analysis technique. It has produced insightful results into students' perceptions of the importance of classroom oral presentations.

A questionnaire method

For the purpose of the current study, a questionnaire method on students' attitudes (opinions, preferences and reactions) towards the significance of oral presentations in the engineering classroom has been developed. It has been investigated the impact of oral presentations on students' performance in English classes. It aims at finding students' attitudes towards the use of oral presentations in the classroom. Finally, it is to provide teachers with some suggestions to make best use of oral presentations in their teaching with a view to enhance students' speaking skills.

Results

The research project has investigated students' perceptions of the development of their communication skills during the course. The results obtained in the study show that students perceive the significance of preparing and delivering oral presentations for successful   communication in the future professional surrounding. Students' attitudes toward the use of oral presentations in English lessons can be summarized as follows:

- Students report that communication classes are more interesting and effective compared to the traditional ones. Unlike the traditional classroom model (i.e. teacher-centered pedagogy), student-centered learning requires students to take an active role in forming new understandings, and are not just passive receptors (Dunlap & Grabinger, 1995).

- Students find the importance of developing successful communication. Being able to communicate effectively is the challenge of the current global job market. Communicating and thus connecting with colleagues and business partners is an essential skill in career development.

- Students report that through collaboration with colleagues they are engaged in learning that is authentic, holistic, and challenging. Importantly, through collaboration with their colleagues, students develop skills that prepare them to deal with situations and problems they will encounter in the workplace.

- Students claim that discussions within the class provide them with the opportunity to practice sharing their experiences with their colleagues. According to Kennedy (2007)   in-class debates are a means (for students) to cultivate both critical thinking and oral communication skills.

- They share ideas with each other and help each other build elaborate and refined knowledge structures (Dunlap & Grabinger, 1995). They will have to present new ideas or progress reports to their colleagues, or they will share the findings of their researches with their peers (Platow, 2002). This is contrary to traditional classroom settings in which learning is based on repetition of activities, and the subjects are guided by a textbook only.

- Students (future specialists) are aware of the fact that knowledge is not enough to be successful in today's world. They report they are given the chance to promote creativity and innovation by giving oral presentations. They are allowed to explore different perspectives and ways of looking at problems. The development of these skills is important for students to be able to solve the complex problems facing society in the future.

- Students comment that there are various ways of demonstrating their learning in the classroom. The potential benefits of such activities include greater class interaction and participation, increased interest in learning and improvement in communication. More specifically, rich learning activities help students think deeply about content in relevant and realistic contexts (Dunlap & Grabinger, 1995).

- Students state they enjoy these courses including activities which help their understanding of the importance of oral presentations. Students should be encouraged to search for solutions to real-world problems, and thus, they are engaged in transformative learning, leading to critical and analytical thinking which is essential for success in the 21st century.

- Students improve their organizational skills by creating oral presentations. The teacher helps them to provide needed structure, assists in becoming organized, and supports critical skills.

- Students argue that being able to make effective presentations will highlight their leadership which is important in building a successful career.

- Finally, students agree that it is a new experience and the best way to create new knowledge.

All in all, students have a very positive attitude towards oral presentations in the classroom. In fact, they are highly positive in their beliefs about benefits and usefulness of doing oral presentations. They agree that doing oral presentations helps them learn English better and practice their speaking skills.

Discussion

This pilot study has reported on well-designed oral presentations which enable students to function successfully in the future professional surrounding. It presents a challenge to both students and the teacher.

The challenge for the teacher is to provide a relevant framework for students upon which they construct knowledge and become active participants in the learning process. The teacher involves preparing detailed guidelines, organizing groups, helping students to select topics, guiding their research and helping them learn the use of various visual aids, providing feedback on the sequencing of ideas, and evaluating their performance (King, 2002). Importantly, the teacher is no longer perceived as the knowledge dispenser and decision maker. Instead, the teacher has become the facilitator of learning whose main task is to set goals and organize the learning process accordingly. The teacher creates social and intellectual climates, where collaborative and cooperative learning methods are supported. The teacher creates opportunities for students to interact with other learners and with the teacher as well. On the whole, the teacher is responsible for leading and coordinating the work and make learning progress easier.

Besides, the teacher is the supporter, one who supports the learner by means of suggestions that arise out of ordinary activities, by challenges that inspire creativity, and with projects that allow for independent thinking and new ways of learning information.

In Vygotsky's (1978) theory of constructivism, the teacher serves as the mediator who coaches and encourages students to formulate their own level of understanding.

In the Bruner's (1979) classroom, the teacher is the instructor, (direct and guide the learning process) who should try and encourage students to discover principles by themselves. The teacher and students should engage in an active dialog (Socratic learning).

Moreover, there is a demand for the teacher in the classroom not to be only a guide, organizer, instructor, mediator and supporter, but, as King (2002) comments, to hold questions and answers sessions, provide feedback, and evaluation of students performance.

We have to agree with Crystal (2003) who claims that the actor and the teacher inhibit the same stable. They both have to put on a show (the actor on a stage and the teacher in the classroom).

On the other hand, students function as designers using the technology as tools for analyzing the world, accessing information, interpreting and organizing their personal knowledge, and representing what they know to others (Jonassen, 1994). Students must be given opportunities to be active in ways that will promote self-direction, creativity and critical analysis of problems requiring a solution (Jonassen, 1994). "Learning becomes a continuous, life-long process which results from acting in situations" (Brown et al., 1989).

It has been observed by Kim et al. (1999) that students have more positive attitude towards learning as they share their experiences with their peers and the teacher, as well as they experience increasing discussions in the classroom. Brown (1996) has proved that oral presentations help students to work collaboratively and make it easier to focus on a specific area useful for future work.

Students are encouraged to search for solutions to real-world problems, and thus, they are engaged in transformative learning, leading to critical and analytical thinking which is essential for success in the 21st century.

Conclusion

Today's global, competitive and rapidly changing world needs young people who are flexible, active, innovative and creative in problem solving and decision making, who can communicate effectively and work collaboratively. It needs young people to develop their potential as individuals and to be prepared for the unique demands of the 21st century world. The ability to communicate is important in order to be able to operate effectively in the real world (Hedge, 2000).

Students need a lot of opportunity to develop and practice communication skills. Communication skills are required by students (future specialists) whether they are expected to give presentations at conferences, symposia or other meetings. Because of the necessity for these skills, students need instructions and guidance in preparing, organizing and delivering oral presentations. Oral presentations have become a useful and effective way to increase students' awareness of communication skills. Thus, students' presentations become an important element in delivering positive learning experiences. They are an integral part of almost every professional environment, as professionals need to communicate with other professionals at meetings, seminars, conferences.

So, teaching students to design effective oral presentations implies training them insightful and well-trained thinking strategies. Improving the quality of presentation actually improves the quality of thought, and vice versa. This is the ultimate result of a successful presentation. This innovative framework provides a holistic approach in assessing a student's performance based on the content and the delivery of their presentation (Carroll, 2006).

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The Effects of Mental Health Problems of Nurses and Doctors on their Professional Commitment and Work Engagement Levels

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Abstract

This study aims to investigate the effects of mental health problems on professional commitment and work engagement levels of nurses and doctors. In the literature, studies suggest that mental health problems affect employees' attitudes and behaviors both in their social and work life. In this context, the extent of this study consist of positive outputs such as professional commitment and work engagement, which are related with employees work life and considered to be effected from the mental health. Accordingly, this study aims to determine the effects of some of the mental health problems called as depression, loss of confidence, insomnia, social dysfunction and anxiety on nurses and doctor's professional commitment and work engagement levels. For this purpose, the data which are collected from 145 nurses and doctors working in public and private hospitals by the survey method are analyzed by using the structural equation modelling. In this respect, descriptive statistics, confirmatory factor analysis, and the structural equation modelling applied to the data obtained from nurses and doctors at the hospitals. The results of the study indicate that two mental health problems, which are addressed as depression and loss of confidence have a significant effect on nurses and doctors' both normative and continuance professional commitment levels, whereas affective professional commitment levels are not affected by any of the mental health problems. However, depression and insomnia that considered as common mental health problems have both significant effects on nurses and doctors' vigor and dedication levels. In addition to these, insomnia and anxiety have a significant effect on their absorption levels.

Keywords: Mental Health Problems, Professional Commitment, Work Engagement, Doctors, Nurses

Introduction

In modern working life, employees are needed to able to adjust quickly to the changing world as the rapid technological advancements, global competition, increasing demands and instable nature of work. These alterations indicate that today's working life requires employees, who have mental qualities besides their psychical abilities. However, it is needed to create a positive work environment, which has significant effects on employees' attitudes, motivation, performance, and mental health (van der Vliet & Hellgren, 2002: 4-5). Work environment is an important place in employees' lives, because it leads them to keep on work, facilitates use of their capacity fully and affects their mental health (St-Arnaud et al., 2007: 690-691). In other words, work environment is one of the key components that effect employees' mental health levels. Mental health can be impacted by the negatively physical and psychosocial working conditions that cause to detrimental effects on employees' performance and productivity. Besides, when mental health is affected negatively from the bad conditions, it is expected that mental-ill health and several mental health problems emerge (Hassard et al., 2011: 7). Mental health problems become prevalent in work life over the last two decades based on personal, social and environmental factors (Herrman et al., 2005: 9). Due to the increasing of mental health problems, it can be seen that organizations begin to growing awareness to prevent, detect and manage them effectively (LaMontagne et al., 2014: 3).

Mental health seen as an essential component of general health and it reflects the balance between the individuals and the environment. Accordingly, it is important for employees to preserve their mental health status and avoid mental health problems (Canciu & Bardac, 2011: 175). Because mental health problems and its consequences have serious impacts such as increasing rates of illness, accidents and turnover, result in absenteeism, decreasing of their performance and effectiveness (Mabunda and Idemudia, 2012: 189). In addition to these, mental health problems negatively affect employees' psychical conditions, motivation and commitment levels which lead them to maintain poor relationships in their social and work environments (Harnois & Gabriel, 2000: 9). Therefore, it can be seen that mental health problems influence employees' attitudes towards not only their social lives but also their working lives. In the literature, it is indicated that mental health problems have some negative effects on individuals' attitudes and behaviors in terms of life and job satisfaction

(Ueda & Niino, 2012: 27; Sarjaloei & Hashemi, 2013: 585). Furthermore, researchers suggest that mental health problems result in employees to exhibit bullying behaviors and increasing their burnout levels while decreasing their work engagement levels (Pienaar & Willemse, 2008: 1057; Vilotti et al., 2013: 23; Reis et al., 2013: 9; Reknes et al., 2014: 479).

It can be said that mental health problems induce some negative consequences for both organizations and individuals. Accordingly, this study aims to investigate some outputs of mental health problems such as professional commitment and work engagement from the nurses and doctors perspective. Since the professional commitment and work engagement are crucial components on some specific professions like health sector and the mental health of nurses and doctors are important factor on patients' safety; this research is conducted on this population. However, there is not any research existing literature investigating the relationships among mental health problems, professional commitment and work engagement. Therefore, this study aims to add some contribution to the literature. Thus, this study aims to investigate the effects of mental health problems on the professional commitment and work engagement levels of nurses and doctors.

2.Theoretical Framework

2.1. Mental Health Problems

Mental health refers to the psychological wellbeing of an individual who is working for any organization (Nahar et al., 2013: 521). According to the World Health Organization, mental health is defined as "a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community'' (Slade, 2010: 2; Mokhtari et al., 2013: 83-84). In case of mental health absence for an individual, social, psychological, biological factors and working conditions, mental health illness and mental health problems may occur. In other words, factors such as insecurity, hopelessness, rapid changings, high unemployment, low income, limited education, gender discrimination, unhealthy lifestyle, organizational barriers, and stressful working conditions lead employees to have mental health problems (Herrman, 2005: 4). Mental health problems are matters of modern age due to the changing living conditions. For example, the employees used to be exposed to contagious, incurable and fatal diseases in the past decades, while they face a few of these problems under today's working conditions, but still they encounter several mental disorders and problems (Sarjaloei & Hashemi, 2013: 585).

Nowadays, mental health problems are increasing social problems, which can affect an individual's performance and interactions both in social and work life. Mental health problems are usually defined as some symptoms that can affect an individual's thoughts, feelings and behaviors and also show them somehow different from the rest of the society (IBEC, 2012: 5-10). In addition, mental health problems are seen the most important contributors to the increasing number of disease and disability problems worldwide. In the literature, it is indicated that five of the 10 leading causes of disabilities are related with mental health problems (Harnois & Gabriel, 2000: 1). In other words, according to the international labor office, approximately 20% of the working-age population has mental health problems (St-Arnaud et al., 2007: 691; Hassard et al., 2011: 5; Rössler, 2012: 65). On the other hand, World Health Organization indicates more than 150 million people in worldwide experienced depression which is labelled one of the common mental health problems in 2004 (Karban, 2011: 2). Therefore, it is expected that in the future, these problems gradually will increase and by the year 2020, depression will emerge as one of the leading causes of disability in the world (Dewa et al., 2007: 347). Mental health problems are considered as common disorders by the world in general, which have significant impacts on employees work lives. Although these are regarded as minor illnesses, they have strong effects on individuals' capacity to work and cause sicknesses and absences in the long term (Hensing et al., 2013: 3). Furthermore, mental health problems result in employees to loss cognitive skills, self-control, self-confidence, self-esteem and hope for the future as well as they lead impairment of social relations and the mutual trust between individuals (Baum & Neuberger, 2014: 309). From the organizational perspective, mental health problems triggers number of costs that include loss of potential labor supply, unemployment, absenteeism and reduced productivity in the workplace. Therefore, due to the adverse effects of mental health problems, they seem significant for an individual, society and employer (IBEC, 2012: 9). Moreover, since the mental health problems cause lots of additional cost, it is important that these problems are needed to be diagnosed and treated.

In the literature, it can be seen that mental health problems are classified in different categories by the researchers. The World Health Organization, who is a global public health agency of the United Nations, developed and revised international classification systems for health. This classification, which was approved in 1990, is labelled as an International Classification of Disorders (ICD-10) (Gaebel, 2012: 895). The ICD-10 guides the components, which impairs mental health as well as refers to the negative and abnormal behaviors (Cooper & Hassiotis, 2009: 254). These components are classified in 10 different axis such as mental disorders, psychoactive substance use, schizophrenia, mood disorders, stress-related and somatoform disorders, behavioral syndromes, disorders of adult personality and behavior, mental retardation, disorders

of psychological development, behavioral and emotional disorders which occur in childhood and adolescence (Robles et al., 2014: 6). American Psychiatric Association (1994) categorized mental health problems as delirium, dementia, amnestic and other cognitive disorders, substance-related disorders, schizophrenia and other psychotic disorders, mood disorders, anxiety disorders, somatoform disorders, factitious disorders, dissociative disorders, sexual and gender identity disorders, eating disorders, sleep disorders, impulse-control disorders, adjustment disorders and personality disorders (Goldberg, 2010: 15). In this study, within those disorders, some of the common mental health problems like insomnia, anxiety, depression, loss of confidence and social dysfunction will be examined.

Insomnia: Insomnia is defined as a sleep disorder that may occur sharply and dissipate or may become an irritating chronic disorder (Pigeon, 2010: 321). Insomnia is the most frequent sleep disorder which affects large proportions of the society as a situational, recurring or in a persistent way. However, it is considered as one of the important mental health problems due to the effects on individuals' psychological, occupational, economic domains of lives and also affects the quality of life (Morin & Benca, 2012: 1129). In addition, insomnia is regarded antecedents of other mental health problems such as both depression and anxiety (Sivertsen et al., 2009: 109).

Anxiety: Anxiety refers to the distressful emotions which frequently accompanied by behavioral reactions and consist of psychological and somatic manifestations (Cooray & Bakala, 2005: 355). In fact, it is considered as one of the most common mental health disorders in the community (Stein & Stein, 2008: 1115). Anxiety emerges when individuals face with some stressful events and it begins to have negative impacts gradually on their work and social lives. Thus, it becomes a significant mental health problem (IBEC, 2012: 12).

Depression: Depression is considered as a common mental disorder associated with depressed mood, loss of interest, feelings of guilt or low self-esteem, having insomnia, eating disorders and poor concentration (Chang et al., 2010: 528). However, individuals who have a depression tendency to suicide and thoughts of death, frequent crying, chronic aches, and excessive gain or loss in weight (Spielberger et al., 2003: 211). Therefore, depression has a significant impact on an individual's life domains such as family, friends, work life etc. (Hysenbegasi et al., 2005: 145)

Loss of Confidence: Loss of confidence refers to an attitude, which includes the lack of self-confidence and feelings of a worthless person (Khan et al., 2013: 604). In other words, individuals think that they have no success and satisfaction on their work and social lives. Moreover, individuals, who have lost their confidence to themselves do not concentrate whatever they have done in their life and have the feeling of being useless (Abeysena et al., 2012: 151).

Social Dysfunction: Social dysfunction, which is considered as an abnormal behavior, is defined as on the basis of impaired social interactions. (Kipps et al., 2009: 593). Social dysfunction includes individuals not to have a verbal and non-verbal skills, to possess a lack of social, emotional and cognitive or information processing skills, so they are not successful at negotiation of social roles and interpersonal transactions in their lives (Munroe-Blum et al., 1996: 211).

2.2. Professional Commitment

By the transformations of working life in the 21th century, stabilization of employment is a difficult goal for organizations to achieve. Due to the individuals' level of educations and competencies are increasing, employees are not tendency to sign long-term contracts and they are not inclined to cultivate bonds with the organization (Bieńkowska, 2012: 22-23). Therefore, as organizations continue to restructure, high levels of economic uncertainty emerge and employment relationships become less stable, it is observed that employees are shifting their loyalty to their professions instead of their organizations. Accordingly, it is possible to claim that commitment type has been changed from organizational commitment to professional commitment (Blau, 2009: 116; Simola, 2011: 69). Professional commitment refers to the employee's affective attachment, a person's belief and acceptance of the values of their profession. Professional commitment represents the willingness of an individual to continue in that job (Teng et al., 2007: 48; van der Heijden et al., 2009: 618). However, it can be inferred that professional commitment is consisted of three components such as belief and acceptance of goals and values of profession, willingness to make an effort for the profession and have desire to remain in that profession (Chang et al., 2014: 52). Generally, professional commitment reflects employees' attitudes and behaviors about their jobs and it is viewed as an identification and involvement with one's profession (Chen, et al., 2008: 1739).

Professional commitment shows the degree of importance of work, which plays a significant role in individuals' life and requires a deep loyalty with the adaptation of specific values of the profession beyond the monetary gain. Particularly, due to the characteristics and the key role of commitment in some professions such as doctors, nurses, military, education etc., professional commitment is considered as more necessary and crucial than the other professions (Somech & Bogler, 2002: 557). Because professional commitment constitutes a major part of employees' life and brings positive consequences both

from the organizational and individual perspectives (Elias, 2008: 286). In the literature, it is indicated that the professional commitment leads to improve job performance and job satisfaction, whereas it reduces turnover intention (Teng et al., 2009: 302; van der Heijden et al., 2009: 620; Nasution & Östermark, 2012: 168; Cho & Huang, 2012: 34). However, employees who are committed to their professions, have more work ethical values, job concentration and tendency to exhibit the organizational citizenship behaviors than the others (Kim & Chang, 2007: 65-66). In other words, professional commitment affects employees to exhibit positive behaviors and force them to protect the interests of their organizations and clients (Chen & Kao, 2012: 152). Moreover, professional commitment facilitates organizations to acquire a good performance and to achieve its goals efficiently by the involvement of employees to their professions (LLapa-Rodríguez et al., 2008: 488). In addition to these, a professionally committed employee provides benefits both for the organizations and societies on the whole. Because professional commitment prevents higher 'costs' such as additional needed training and human capital investments, which occur when person change his/her occupation (Van der Berg, 2011: 16).

Professional commitment emerges when employees internalize the values of profession, accept the codes of professional ethics and consider work as the most important component of their lives. However, professional commitment occurs when employees have a deep identification with the profession, have a tendency to remain in the same profession due to the investments and efforts that they have done before (Vardi & Weitz, 2002: 103). Meyer et al., (1993) suggested that professional commitment composes of three facets such as affective professional commitment, (want to stay), continuance professional commitment (have to stay) and normative professional commitment (should stay) (Blau, 2009: 117; Simola, 2011: 70). In addition to these, Blau (2003) re-conceptualized professional commitment by introducing a four-dimensional structure as follows: affective, normative, accumulated costs and limited alternatives (Vernon, 2011: 18). In this study, professional commitment will be examined in accordance to Meyer's classification:

Affective professional commitment; this component refers to the employees identification with, involvement in and emotional attachment to his or her occupation (Dwivedula & Bredillet, 2010: 80). Affective professional commitment begins with the choice of profession; continues based on actual experience of employees and opportunities that organization provides. In other words, employee's affective professional commitment levels increase or decrease regarding their abilities, career goals, monetary and non-monetary contributions and etc. (Weng & McElroy, 2012: 257).

Continuance professional commitment; it refers to the employees willingness to stay in the profession based on the accumulated investment that they have done before (Nasution & Östermark, 2012: 168). Professional continuance commitment shows employees who are committed to their profession due to the difficultness of leaving the profession. Because leaving profession and changing occupation may result in facing worse conditions such as lack of benefits and opportunities, and reduced income etc. (Cho & Huang, 2012: 34).

Normative professional commitment; it refers to the employee's feeling of obligation to stay in his or her profession (Van der Berg, 2011: 16). Normative professional commitment emerges as a result of received benefits or having positive experiences as a result of engagement with the profession (Nogueras, 2006: 87). Accordingly, it can be said that normative professional commitment represents the employees who remain in that occupation because of the appreciation that they have received up to now.

2.3. Work Engagement

In the contemporary world, organizations need employees who are psychologically connected to their work; who are willing and able to invest themselves fully to their work roles. In other words, organizations have a tendency to employ individuals who are engaged with their works to achieve superior performance (Bakker et al., 2010: 2). Therefore, work engagement considered as potentially an important topic in the organizational behavior literature, which has been conceptualized first time by the Kahn's (1990). Kahn (1990) described work engagement as being physically active, cognitively, and emotionally connected with work roles (Murthy, 2014: 349). According to Schaufeli et al. (2002) work engagement defined as "a positive, fulfilling, work-related state of mind, which is most commonly characterized by vigor, dedication and absorption" (Bakker & Demerouti, 2008: 209; Lu et al., 2014: 142; Karatepe, 2014: 308). In this context, it can be said that work engagement constitutes three different components as vigor, dedication and absorption, which are corresponded to physical, emotional and cognitive components (Geldenhuys et al., 2014: 3).

Vigor; it refers to having a high level of energy and mental resilience while working and having a willingness to make an effort for work roles and to behave in a persistence manner when facing the difficulties (van der Colff & Rothmann, 2009: 3; Barnes & Collier, 2013: 486). However, vigor represents positive affective response to the work environment and it includes of individuals having physical strength, emotional energy, and cognitive liveliness (Shraga & Shirom, 2009: 272).

Therefore, individuals, who perceive themselves to possess the physical, emotional, and cognitive abilities to handle job demands are more effective and have a high level of motivation (Little et al., 2011: 467).

Absorption; this component refers to employees being totally engrossed in their works, so that time passes quickly and it is difficult them to detach from their work (Hakanen et al., 2008: 79; Menguc et al., 2013: 2164). Absorption is characterized as an individual having a focused attention, a clear mind, and intrinsic enjoyment, loss of self-consciousness and distortion of time (Alarcon & Edwards, 2010: 1). However, it shows that employees have pleasure from work and consider working as being rewarded (Mustosmäki et al., 2013: 51).

Dedication: it is characterized as "an individual is being strongly involved in towards his or her work's and experiencing a sense of significance, enthusiasm, inspiration, pride and challenge (Gonza´lez-Roma´ et al., 2006: 166; Jenaro et al., 2010: 867). In another words, dedication represents that employees have a great involvement with their jobs (Hayati et al., 2014: 2). Thus, it refers to the emotional side of work engagement and the willingness of individuals to spend amount of time and effort in doing something meaningful at work (Coetzee & de Villiers, 2010: 31).

Work engagement is a motivational construct which represents the more persistent and pervasive affective-cognitive state than a momentary and specific state. However, work engagement is not depended on any particular object, event, individual, or behavior (Peng et al., 2014: 3). Work engagement changes and emerges based on some individual and organizational antecedents. Due to the work engagement importance, it can be seen that researchers has mainly focused on identifying individual and organizational level of antecedents of this concept (Park & Gursoy, 2012: 1195). In the literature, it is suggested that some individual factors such as personality type, self-efficacy, positive affect and organizational components like work overload, job characteristics, leadership are strong predictors of work engagement (Sulea et al., 2012: 5; Baker et al., 2014: 391). Moreover, Saks (2006) determined several antecedents of work engagement from the organizational perspective such as job characteristics, perceived organizational support, supervisor support, rewards and recognition, procedural and distributive justice, perceived organizational support. Shraga & Shirom (2007) asserted that big five personality variables lead to work engagement (Gill, 2007: 7-8). In addition to these, Bakker & Demerouti (2007) developed a job demands-resources (JD-R) model which includes job resources such as social support from colleagues and supervisors, performance feedback, skill variety, autonomy and personal resources like optimism, self-efficacy, resilience and self-esteem. According to this model, job and personal resources have a positive impact on engagement when job demands (work pressure, emotional, psychical and mental demands) are high (Bakker & Demerouti, 2008: 218). On the other hand, it is expected that some organizational components like trust, empowerment and organizational tenure have a contribution on employees' work engagement levels to be increased or decreased (Ugwu et al., 2014: 378).

Work engagement is considered as one of the positive organizational behaviors which are essential for organizations grappling with new challenges to remain competitive in today's working conditions (Koyuncu et al., 2006: 299-300). Work engagement is seen as vital for survival, sustainability and growth of the organizations. Since employees, who are engaged in their works, invest more psychical and mental energy in work, so it facilitates improved productivity in the organizations (Agarwal et al., 2012: 1). Due to the engaged workforce is considered to be a mail stone of sustaining competitive advantage and contributing to the organization's performance work engagement has captured the attention of the practitioners and researchers in recent years (Agarwal, 2014:42). In literature, it can be seen that researchers suggested that work engagement leads some positive results both in individual and organization levels. For example, Salanova et al., (2005) have shown that work engagement induces increasing of employee performance and customer loyalty (Salanova et al., 2005: 1217). Xanthopoulou et al., (2009) indicate that work engagement predicts financial returns (Xanthopoulou et al., 2009: 183). However, Harter et al. (2002) reported that work engagement leads to increase of customer satisfaction, productivity and profitability, whereas decrease of employee turnover (Menguc et al., 2013: 2163). Stairs & Galpin (2010) claimed that work engagement results in lower absenteeism, improved quality, reduced errors, faster business growth and higher business success (Armstrong & Taylor, 2014: 197). In addition to these, it is indicated that work engagement linked with some other positive outputs such as job satisfaction, commitment and general health (Strom et al., 2014: 71). Otherwise, it is emphasized that employees who have a work engagement are likely to be involved in organizational citizenship behaviors due to having positive emotions and they feel themselves capable of performing extra-role behaviors eagerly (Sulea et al., 2012: 7). Furthermore, work engagement facilitates employees to exhibit some other positive organizational behaviors such as proactive and innovative behaviors and to have a personal initiative and learning motivation (Bakker & Demerouti, 2009: 221). Given these important consequences of work engagement, it is critical for organizations to employ individuals who have an engagement to their works and understand the factors which are possible to contribute increasing of work engagement like positive working conditions (Ugwu et al., 2014: 378).

3. Research Hypotheses

Mental health problems are seen as a recurring problem in today's modern organizations due to its detrimental effects both on individuals and organizations. Previous literature has focused on negative outputs of mental health problems from the employees' perspectives than the organizational consequences. In other words, mental health problems such as depression, anxiety, stress etc. have significant impacts on individuals' performance, productiveness, job satisfaction and life satisfaction levels. Accordingly, it is suggested that mental health problems negatively affects employees' attitudes towards their social life but also their jobs and organizations. (Ueda & Niino, 2012: 27). Professional commitment considered as one of the positive attitudes which can be affected from the employees' mental health. Therefore, it can be said that professional commitment levels of employees can be changed due to the individual traits of employees like mental health problems.

In the literature, it can be seen that researchers only focusing on the relationships between professional commitment and stress, which is labelled as one of the common mental health problems. Pai (2012) et al., have found that IT employees, who are working under work stress, have less professional commitment (Pai et al., 2012: 25). In addition to this, scholars indicate that nurses, who are working under work stress, have less professional commitment levels (Lo et al., 2006: 92; Lu et al., 2007: 110). Moreover, it has been suggested that professional commitment moderates stress levels of the nurses (Jamal, 2014: 3). Therefore, it is seen that researches, which investigate the relationship between professional commitment and stress, focus on hospital employees. Because hospitals are stressful environments due to the some conditions arises like accidents, injuries, deaths and other incidents. It is possible to express that occupational stressors may be physical, chemical, biological, or psychosocial which may occur based on the working conditions more frequent among hospital workers, so these are also important factors that contributing to mental and somatic health levels of nurses and doctors (Mahdavinejad et al., 2011: 147). Wainwright et al., (2001) indicated that 27% of all hospital workers are classified as suffering from stress and mental health problems, which is between 14% and 18% of the general population (Mark & Smith, 2011:1). It is suggested that doctors have high rates of mental health problems including depression, anxiety, addiction to alcohol and drugs; emotional exhaustion etc. which may have significant effects on their professional future (Brooks et al., 2011: 146-149). Therefore, from this point of view, it is expected that mental health problems such as depression, loss of confidence, insomnia, anxiety and social dysfunction may occur in hospital employees more than other people working in some other work places, and these problems may influence their professional commitment levels. In this context, the following hypotheses are proposed:

H1: Mental health problems influence affective professional commitment levels of nurses and doctors.

H2: Mental health problems influence normative professional commitment levels of nurses and doctors.

H3: Mental health problems influence continuance professional commitment levels of nurses and doctors.

Healthcare professionals are frequently exposed to several job stressors that can affect both their mental and psychical health adversely and also decrease their work engagement levels. In the literature, studies showed that healthcare workers particularly nurse have a higher risk to possess some mental health problems such as burnout, anxiety, depression and etc. (Fiabane et al., 2013: 2614). Mental health is seen as a crucial component for employees that can cope with the job stressors and it is considered as one of the indicators of the mental well-being of employees (van der Berkel et al., 2014: 1). In other words, it can be said that mental health represents something the beyond the disease such as well-being, quality of life and work engagement (Torp et al., 2012: 1). However, a few studies have examined the relationship between work engagement and mental health and mental health problems until today. For example, Peterson et al. (2008) found that engaged health care employees have lower levels of anxiety and depression, whereas Shirom (2010) indicated that one of the components of work engagement vigor is positively related to physical and mental health (Bakker et al., 2010: 16). In addition to these, Hallberg & Schaufeli (2006) have shown some negative relationships between work engagement and mental health problems like somatic and depressive symptoms and sleep disturbances, besides Kubota et al., (2011) found that there is a positive relationship between work engagement and sleep quality (Reis et al., 2013: 2). Therefore, researchers suggested that mental health and its consequences such as burnout, depression, distress and psychosomatic complaints are commonly related with work engagement (Schaufeli et al., 2008: 192; Bakker & Demerouti, 2008: 216; Berkel et al., 2013: 1). Accordingly, in this study, it is expected that some mental health problems may influence employees work engagement levels, thus the following hypotheses are proposed:

H4: Mental health problems influence vigor levels of nurses and doctors.

H5: Mental health problems influence dedication levels of nurses and doctors.

H6: Mental health problems influence absorption levels of nurses and doctors.

Figure 1. Research Model
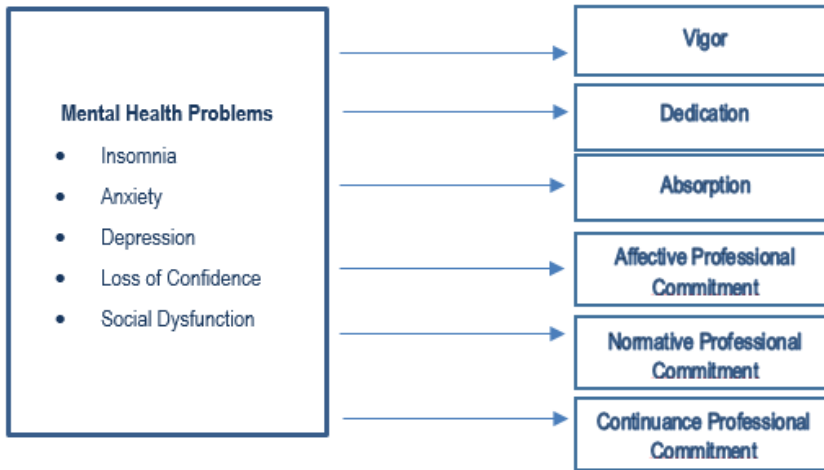
4.Research Method

4.1.Sample and Procedures

The sample of the research was composed of public and private hospitals in Tekirdağ and Burdur provinces of Turkey. The participants of the study consist of 145 employees who have been working as nurses and doctors in four different hospitals that are determined via convenient sampling method. From the 200 questionnaires that have been sent out, 150 have been returned, representing a response rate of 75%. After elimination of cases having incomplete data and outliers 145 questionnaire (72%) have been accepted as valid and included in the evaluations. However, in this study questionnaire survey method is used for data collection. Questionnaire form contains three different measures related to research variables.

4.2.Measures

Measures used in the questionnaire forms are adapted from the previous studies in the literature. General health questionnaire, professional commitment and work engagement scales were adapted to Turkish by the lecturers. Before the distribution of the survey to the actual sample, a pilot study was conducted in order to determine whether the questions had been understood properly and to check the reliability of the scales. For answers to the statements of survey, a Likert-type metric, that is, expressions with five intervals has been used. Anchored such; "1- strongly disagree, 2- disagree, 3- agree or not agree, 4- agree, 5-strongly agree". However, 8 demographic questions were asked in the questionnaire form. Firstly, all scales were subjected to the exploratory factor analyses to check the dimensions, and then confirmatory factor analyses were applied to all scales.

General Health Questionnaire Scale: Employee's mental health problems were measured by 30 items in general health questionnaire scale conducted from Abeysena et al., (2012) studies. Exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale to check the dimensions. As a result of the varimax rotation of the data related to the mental health problems, ten items were removed from the analysis due to the factor loadings under 0.50 and five factor solutions were obtained per theoretical structure. Factor loadings of the items ranged from .62 to .87. The Cronbach's alpha coefficient of the general health questionnaire scale items is 89.

Professional Commitment Scale: Employees' professional commitment levels were measured by 18 items from Bagraim's (2003) study. As a result of the exploratory factor analysis of the data related to professional commitment variables six items were removed from the analysis due to the factor loadings under 0.50 and three factor solutions were obtained per theoretical structure. Factor loadings of the item ranged from .50 to .85. The Cronbach's alpha coefficient of the professional commitment scale items is .83.

Work Engagement Scale: Employees' work engagement levels were measured by 17 items taken from Salanova et al., (2005) studies. As a result of the exploratory factor analysis of the data related to work engagement variables five items were removed from the analysis due to the factor loadings under 0.50 and three factor solutions were obtained per theoretical structure. Factor loadings of the item ranged from .55 to .89. The Cronbach's alpha coefficient of the work engagement scale items is .90

After the exploratory factor analyses, the confirmatory factor analysis has been conducted by Lisrel 8.8 for all scales. Goodness of fit indexes is presented in Table 1.

Table 1. Goodness of fit indexes of the scales

Variables	χ^2	df.	χ^2/df ≤ 5	GFI $\geq .85$	AGFI $\geq .80$	CFI $\geq .90$	NFI $\geq .90$	NNFI $\geq .90$	RMSEA ≤ 0.08
Mental Health Problems	134.83	97	1.39	0.90	0.85	0.98	0.93	0.97	0.05
Professional Commitment	48.08	24	2.00	0.93	0.87	0.96	0.93	0.93	0.08
Work Engagement	96.81	49	1.97	0.90	0.84	0.97	0.95	0.96	0.08

4.3. Data Analysis

SPSS for Windows 20.0 and Lisrel 8.80 programs were used to analyze the obtained data. After the exploratory and confirmatory analysis, descriptive statistics such as means, standard deviations and pearson correlation analysis of the study variables were examined. Following that, structural equation modelling (SEM) was used to conduct a test of the variables in the research model to examine to what extent it is consistent with the data.

5. Research Findings

5.1. Respondent Profile

62% of the employees, who have participated in the research, were female while 38% of them were male. 40% of the employees were between the ages of 32-43, 31% of them were between the ages of 26-31, 19% of them under 26, whereas 10% of them are older than 43. In terms of education level, 41% of the participants have bachelor, master and doctorate degrees, while 59% of the employees have high school education. 59% of employees were working in public hospitals and 41% of them working in private hospitals. 54% of the employees were working as nurse, 46% of them were working as doctor. 56% of nurses and doctors were working in service units and outpatient clinics, 15% of them were working in emergency departments, 11% of the employees were working in blood center and laboratories, 9% of them were working in surgery units, and 9% of them were working in intensive care unit. 55% of the participants have been working for between 1-6 years and 31% of them have been working for more than 7 years, while 14% of them less than one year in the same hospital. However, most of the nurses and doctors (67%) have seniority more than 7 years in their professions.

5.2 Descriptive Analyses

In the scope of the descriptive analyses means, standard deviations and correlations have been computed which are related to mental health problems, professional commitment and work engagement variables. The values are given in Table 2.

Table 2. Means, standard deviations and correlations of the study variables

Variables	Mean	SD	1	2	3
Mental Health Problems	2.12	.68	1		
Professional Commitment	3.63	.75	-.284**	1	
Work Engagement	3.79	.77	-.515**	.491**	1

**p<0.01

As can be seen in Table 2, the mental health problems levels of nurses and doctors were relatively lower, while their professional commitment and work engagement levels were relatively high. However, the results of correlation analysis reveal that the mental health problems of nurses and doctors were negatively related to their professional commitment levels (r=-.284, p<0.01). In addition, mental health problems of them were negatively related to their work engagement levels (r=-.515, p<0.01).

5.3. Measurement Model

For the verification of the model two step approach by Anderson and Gerbing (1998) has been used. According to this approach, prior to testing the hypothesized structural model, first the research model needs to be tested to reach a sufficient goodness of fit indexes. After obtaining acceptable indexes it can be proceed with structural model. As a result of the measurement model, 6 latent and 40 observed variables were found. Observed variables were consist of 19 items related to mental health problems, 9 items related to professional commitment and 12 items related to work engagement. The results of the measurement model were; x^2: 1191.14; df: 683; x^2/ df; 1.74; RMSEA: 0.072; IFI: 0.94; CFI: 0.94; NFI: 0.93. These values indicate that measurement model has been acceptable (Schermelleh-Engel et al., 2003: 52; Meydan & Şeşen, 2011: 37). Besides these criterions for accepting measurement model there are some criterions such as standardized factor loadings, t-values, Cronbach's alpha values. In Table 3 these values were summarized.

Table 3. Results of Measurement Model

	Standardized Factor Loadings	t-values	R^2	CR
Vigor				0.90
In my job, I am mentally very resilient.	0.85	12.35	0.58	
When I get up in the morning, I feel like going to work.	0.83	12.00	0.61	
At work, I feel full of energy.	0.79	11.01	0.88	
I can continue working for very long periods at a time.	0.74	10.11	0.39	
In my job, I feel strong and vigorous.	0.71	9.52	0.80	
Dedication				0.87
I am enthusiastic about my job.	0.89	13.42	0.80	
My job inspires me.	0.88	13.12	0.76	
I find the work that I do full of meaning and purpose.	0.72	9.73	0.52	
I am proud of the work I do.	0.67	8.79	0.44	
Absorption				0.67
I am immersed in my work.	0.88	11.11	0.93	
I get carried away when I'm working.	0.59	7.10	0.31	
It is difficult to detach myself from my job.	0.46	5.36	0.14	
Depression				0.73
I am thinking of myself as a worthless person.	0.90	11.92	0.75	
I feel my life entirely hopeless.	0.73	9.31	0.57	
I feel that life not worth for living.	0.50	5.94	0.27	
Loss of Confidence				0.70
I am satisfied with the way that I have carried out my tasks. ®	0.75	9.26	0.58	
I felt on the whole that I have done things well. ®	0.66	7.94	0.41	
I felt that I am playing a useful part in things. ®	0.59	6.94	0.35	
Insomnia				0.91
I am having restless disturbed nights.	0.94	14.70	0.83	
I have difficulty fall into sleep at nights.	0.93	14.44	0.93	
Even though I have tired, I could not sleep frequently at nights.	0.83	11.85	0.61	
I lost much sleep over worry.	0.75	10.44	0.54	
Social Dysfunction				0.88
I felt capable of myself for making decisions about things. ®	0.81	11.42	0.65	

I find easy to get on with other people. ®	*0.79*	*11.07*	*0.63*	
I am capable of walking in other people's shoes ®	*0.76*	*10.36*	*0.58*	
I am managing to keep myself busy and occupied. ®	*0.75*	*10.12*	*0.57*	
I am able to face up to my problems. ®	*0.73*	*9.88*	*0.54*	
I like spending much time chatting with people. ®	*0.69*	*9.14*	*0.48*	
Anxiety				*0.89*
I am feeling nervous and strung up all the time.	*0.91*	*13.87*	*0.83*	
I am feeling constantly under strain.	*0.85*	*12.30*	*0.72*	
I am feeling unhappy and depressed.	*0.83*	*11.92*	*0.69*	
Affective Professional Commitment				*0.80*
I regret having entered the actuarial profession. ®	*0.84*	*11.66*	*0.70*	
I am proud to be in the actuarial profession.	*0.75*	*9.91*	*0.56*	
I do not identify with the actuarial profession. ®	*0.68*	*8.81*	*0.47*	
Continuance Professional Commitment				*0.82*
Changing professions now would be difficult for me to do.	*0.86*	*12.01*	*0.75*	
I have put too much into the actuarial profession to consider changing now.	*0.78*	*10.48*	*0.61*	
Too much of my life would be disrupted if I were to change my profession.	*0.73*	*9.63*	*0.53*	
Normative Professional Commitment				*0.83*
I feel a responsibility to the actuarial profession to continue in it.	*0.90*	*12.58*	*0.77*	
I believe who have been trained in a profession have a responsibility to stay in.	*0.74*	*0.58*		
Even if it were to my advantage, I do not feel that it would be right to leave the actuarial profession now.	*0.72*	*9.40*	*0.54*	

∗ *t-values significance at p<0.01 level*
CR:Cronbach Alpha values
®: Reversed items

5.4. Structural Equation Model

After the measurement model was demonstrated as acceptable, the structural equation model was applied to verify hypotheses for the causal relationships in the research model. The results of the structural equation model were; x^2: 1148.41; df: 497; x^2/df: 2.31; RMSEA: 0.09; CFI: 0.91; IFI: 0.91; NNFI: 0.90. These results indicate that structural model has a weak fit with the data and RMSEA value was not considered in the acceptable range. (Schermelleh-Engel et al., 2003: 52; Meydan & Şeşen, 2011: 37). On the basis of these results, research model was revised according to the theoretical framework. In this context, social dysfunction dimension of mental health problems were excluded from the scope of the analyses due to the unacceptable values of path coefficients. After revising the structural model, a more significant model was obtained. The revised model that was used to test the relationships is shown in Figure 2. The results of the revised model were; x^2: 964.07; df: 495; x^2/df: 1.94; RMSEA: 0.08; IFI: 0.93; CFI: 0.93; NNFI: 0.92. According to the revised model, it can be seen that the results were getting better (x^2/df, RMSEA, IFI, CFI, NNFI). In fact, these results indicate that structural model has been acceptable (Schermelleh-Engel et al., 2003: 52; Meydan & Şeşen, 2011: 37).

Figure 2. Structural model and path coefficients
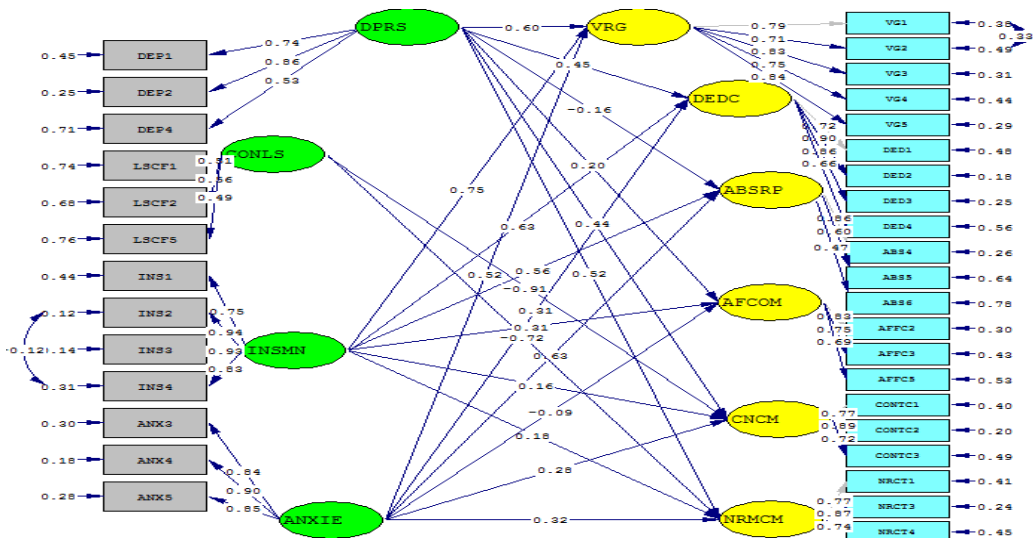
According to the results of structural equation model, the path parameter and significance levels show that mental health problems have no significant effect on affective professional commitment. Accordingly, the affective professional commitment levels of nurses and doctors were not affected by the mental health problems, so H1 hypothesis was not supported. However, depression which is considered one of the common mental health problems has a significant and positive effect (γ=0.52; t-value=3.50) on normative professional commitment and loss of confidence has a significant and negative effect (γ=-0.72; t-value=-2.62) on normative professional commitment, whereas insomnia and anxiety have no significant effects on normative professional commitment levels, so H2 hypothesis supported partially. Therefore, it is possible to express that normative professional commitment levels of nurses and doctors were affected by the depression and loss of confidence. In addition to these, depression has a significant and positive effect (γ=0.44; t-value=2.83) on continuance professional commitment and loss of confidence has a significant and negative effect (γ=-0.91; t-value=-3.11) on continuance professional commitment, while insomina and anxiety have no significant effects on continuance professional commitment, thus H3 hypothesis was supported partially. In this context, it can be said that only depression and loss of confidence have significant effects on normative professional commitment and continance professional commitment levels of nurses and doctors.

The results of structural equation model, the path parameter and significance levels show depression has a significant and positive effect (γ=0.60; t-value=2.19) on vigor, insomnia has a significant and positive effect (γ=0.75; t-value=2.48) on vigor, whereas loss of confidence and anxiety have no significant effects on vigor. Therefore, vigor levels of nurses and doctors which are labelled as one of the components of work engagement were affected by the mental health problems such as depression and insomina. Thus, H4 hypothesis was supported partially. However, depression has a significant and positive effect (γ=0.45; t-value=2.19) on dedication, meanwhile insomnia has a significant and positive effect (γ=0.63; t-value=2.42) on dedication, and loss of confidence and anxiety have no significant effects on dedication. In this context, it can be seen dedication levels of nurses and doctors were affected by the depression and insomina hence H5 hypothesis supported partially. In addition to these, insomnia has a significant and positive effect (γ=0.56; t-value=2.40) on absorption and anxiety has significant and positive effect (γ=0.63; t-value=2.56) on absorption, whereas depression and loss of confidence have no significant effects on absorption levels of doctors and nurses so H6 hypothesis was supported partially. Thus, it can be said that mental health problems like insomnia and anxiety have a significant effect on absorption.

Table 4. Summary of Hypotheses Results

Hypotheses	Standardized β	T-values	Results
H1: Mental health problems influence affective professional commitment levels of nurses and doctors.			
Depression ⟶	0.20	1.38	Not Supported
Loss of Confidence ⟶	-1.06	-3.87	
Insomnia ⟶	0.31	1.69	
Anxiety ⟶	-0.09	-0.48	
H2: Mental health problems influence normative professional commitment levels of nurses and doctors.			Partially Supported
Depression ⟶	0.52	3.50	
Loss of Confidence ⟶	-0.72	-2.62	
Insomnia ⟶	0.18	1.02	
Anxiety ⟶	0.32	1.68	
H3: Mental health problems influence continuance professional commitment levels of nurses and doctors.			Partially Supported
Depression ⟶	0.44	2.83	
Loss of Confidence ⟶	-0.91	-3.11	
Insomnia ⟶	0.16	0.83	
Anxiety ⟶	0.28	1.40	
H4: Mental health problems influence vigor levels of nurses and doctors.			Partially Supported
Depression ⟶	0.60	2.51	
Loss of Confidence ⟶	-2.04	-4.48	
Insomnia ⟶	0.75	2.48	
Anxiety ⟶	0.52	1.64	
H5: Mental health problems influence dedication levels of nurses and doctors.			Partially Supported
Depression ⟶	0.45	2.19	
Loss of Confidence ⟶	-1.72	-4.33	
Insomnia ⟶	0.63	2.42	
Anxiety ⟶	0.31	1.16	
H6: Mental health problems influence absorption levels of nurses and doctors.			Partially Supported
Depression ⟶	-0.16	-0.87	
Loss of Confidence ⟶	-1.44	-4.18	
Insomnia ⟶	0.56	2.40	
Anxiety ⟶	0.63	2.56	

6. Conclusion

Mental health problems considered as common and crucial topics in our modern world due to the socio-demographic and technological advances and amendments in working conditions. These rapidly and severe changes in work life such as long working hours, increasing job insecurities, increasing demands and pressures, innovations in work processes bring some positive and negative impacts to both organizations and individuals. Global working conditions require organizations and employees to put forth the effort mentally as well as physical exertion. However, since employees have necessity to work in these circumstances, they have to invest in mentally and keep up with the intense and competitive working life so it is expected that some mental health problems may occur based on these conditions. Mental health problems emerge due to the factors, where employees face in their social and work lives. In other words, mental health problems emerge by the individual traits of employees or the issues which are related to family, friends, economic status or working conditions like injustice, stressful, pressure, heavy work load etc. Accordingly, it can be observed due to the increasing number of social and working life problems, it becomes for employees to struggle for life a handful so they have a mental disease such as depression, anxiety, insomnia, loss of confidence and social dysfunction more than ever. In the literature, mental health problems considered as an important condition in working area, which is needed to be diagnosed and treated, since it has significant effects on employees' performance, attitudes and behaviors towards their jobs, colleagues and organization. Researchers suggest that mental health problems have crucial impacts on some positive outputs like job performance, life satisfaction, work engagement, commitment; whereas they indicated that it leads to some negative outputs such as reduced productivity, absenteeism and turnover intention etc.

Nowadays, mental health problems are considered more intensely in some spesific sectors, professions and working areas, in which employees face quite stressful and intense conditions such as financial, hospitality and health sector or some professions like policing, nursing, doctors and etc. Especially, in health sector nurses and doctors have mental health disorders more than others because of the working conditions such as heavy work load, long working hours and heavy working circumstances like facing with a number of illness and deadness. However, it is important to diagnose and overcome the mental health problems of nurses and doctors for patient safety and patient care quality. In other words, treatment of the mental health problems of nurses and doctors is vital for them to exhibit positive attitudes and behaviors in their jobs. In this context, it can be said that mental health problems lead some negative results and it may reduce positive outputs if they could not be resolved. Therefore, this study aims to determine the impact of mental health problems of nurses and doctors on some positive consequences like professional commitment and work engagement. According to the results of the study, it is revealed that normative and continuance professional commitment levels of nurses and doctors were affected by some of the mental health problems, whereas their affective professional commitment levels were not affected, thus H2 and H3 hypotheses were supported partially, while H1 was not supported. When the effect of mental health problems on normative and continuance professional commitment levels were investigated, it is seen that depression effects both normative and continuance professional commitment positively. On the other hand loss of confidence effects normative and continuance professional commitment levels of nurses and doctors negatively. Thus, it is possible to express that nurses and doctors, who have a depression, feel an obligation to stay in his or her professions due to the benefits that they have received until this time. Moreover, nurses and doctors, who have a loss of confidence, no willingness to stay in that profession even though they have gained some advantages. In addition, descriptive statistics show that professional commitment levels of nurses and doctors were relatively high. Concordantly, it can be inferred that in the scope of this study, nurses and doctors have a professional commitment to their professions and their normative and continuance professional commitment levels were only affected by two of the mental health problems which are named depression and loss of confidence.

 As a result of the other research findings of the study indicate that some of the dimensions of work engagement were affected by the mental health problems. When the mental health problems effect on work engagement analyzed, it is seen that the dimension of "vigor" and "dedication" were affected by the depression and insomnia; thus H4 and H5 hypothesis were supported partially. In additon to this, other dimension of "absorption" was affected by the insomnia and anxiety problems. Thus, H6 hypotheses was also supported partially. When the effects of depression and insomnia were investigated, it is possible to express that these problems affect vigor and dedication levels of nurses and doctors positively. Furthermore, insomnia and anxiety affect their absorption levels positively. Therefore, in the scope of this study, it can be said that work engagement levels of nurses and doctors are relatively high and their work engagement levels were affected by only some of the mental health problems like depression, insomnia and anxiety. However, in the scope of this study, nurses and doctors though have depression and insomnia, they have also energy and mental resilience at work. In addition, even though nurses and doctors have depression and insomnia, they have dedication to their works and feeling enthusiasm and pride from their work. Besides the nurses and doctors who have a mental health problems such as anxiety and insomnia, also have absorption at the same time and it is difficult for them to detach from their works. These results are not

consistent with the results of the previous studies. In the literature, researchers suggest that mental health problems effects work engagement levels of employees negatively, but in this study, some of the mental health problems effect work engagement positively due to the characteristics of the profession. In other words, doctors and nurses have heavy workloads and stressful working conditions, so they have subjected to insomnia, depression and anxiety wide. On the other hand, even though nurses and doctors have such disorders, they feel committed to their professions and they have feeling of engagement. Since these professions require high level of responsibility, identification with the tasks and to have an emotional attachment with the job, it is possible to say that nurses and doctors have a professional commitment and work engagement even though they have mental health problems.

In conclusion, professional commitment and work engagement levels of nurses and doctors were affected by the mental health problems. However, due to the profession characteristics, they will continue to possess these mental health problems. That is to say, even though they have mental health problems, it is required to diognase, treat and overcome these problems for to provide having a positive attitiudes towards to their jobs and positive behaviors to the patients. Therefore, nurses and doctors need to be aware of their mental health problems and should overcome these problems if they want to gain success in the work environment, which contains stressful conditions and factors to be taken care such as patient safety and patient-care quality. In this context, it can be said that mental health problems are significant predictors of some positive and negative attitudes particularly in some professions. For future studies, the research model can be tested by other spesific and intense professions such as law, policing and banking etc. In addition, these research applied in some sectors which lead to mental health problems due to the long working hours and intensive conditions like tourism, transportation and retail or etc. Moreover, the study can be expanded by adding personality type and positive or negative affect variables which are classified as individuals traits. Thus, it is possible to determine the effects of individual traits on mental health problems, then results can be compared and it can be determined whether individual traits of nurses and doctors have an effect on mental health problems or not.

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Accounting errors and the risk of intentional errors that hide accounting information. The importance and the implementation of the Sarbanes-Oxley Act in Albania

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Abstract

Accounting is the language of business! Before any effective decision to be taken, the decision maker should have the financial statements in his hands. In this way his decision is based on the numbers that are produced by accounting. In all those transactions that occur every day in companies worldwide, it happens that errors are made! But how are these errors, involuntary or intentional? The problem starts right here, when we put into question the reliability and accuracy of the information presented in the financial statements. Just mentioning big names like Enron or Lehman Brothers we understand the importance of numbers and "accounting errors" in phrases such as "It's too big to fail". Perhaps the severity of failure or bankruptcy of a company in Albania is not so great but the risk extended throughout the system is threatening for the fragile Albanian economy. Through a case study will address the risk of unintentional and intentional errors occurring in accounting companies, as well as all economic risk as a result of concealment, hiding and manipulation of accounting information. Does Albanians company have knowledge of the Sarbanes-Oxley Act? This paper is seen as a way to give some recommendations to resolve the situation in our country, a situation that can be even in other countries of the world. In the conclusions we will see that these phenomena is the result of lack of control, the preparation of more than one financial statements for the same company, which also contradicts with the IAS for the preparation of the financial statements. This and other related issues will be dealt with extensively in the paper.

Key words: Accounting errors, Accounting risk, Sarbanes-Oxley Act, IAS.

Introduction

In our life we make many mistakes. As soon as these are detected, he/she corrects them. In the similar manner, an accountant can also make mistakes or commit errors while recording and posting transactions. These are called 'Accounting Errors'. So accounting errors are the errors committed by persons responsible for recording and maintaining accounts of a business firm in the course of accounting process. These errors may be in the form of omitting the transactions to record, recording in wrong books, or wrong account or wrong totaling and so on. But how are these errors, involuntary or intentional?

The problem starts right here, when we put into question the reliability and accuracy of the information presented in the financial statements. This paper focuses on the nature and incidence of creative accounting practices in the context of ethical consideration. It starts off with the definition of creative accounting, follows by potential and incentives for a company's directors to engage in creative accounting.

The principles of accounting all work to create accounts that are an accurate reflection of the financial position of the company. Profits are neither exaggerated nor underestimated; the balance sheet clearly distinguishes between the different kinds of assets. In contrast to this, there are techniques in accounting that can be used to present the financial position of the company in a favorable light. An error in an accounting item that was not caused intentionally. An accounting error can include discrepancies in dollar figures, or might be an error in using accounting policy incorrectly (i.e., a compliance error). Accounting error should not be confused with fraud, which is an intentional error in an accounting item, usually to hide or alter data for personal gain.

There are various studies that examined the issue of management motivation towards creative accounting behavior. As mentioned by Niskanen and Keloharju (2000), tax is a significant motivator. Imposition of tax levies are based on the income. The anticipated income has a positive relationship with the psychological expectation. The higher the psychological expectation they aim for, the higher the anticipated income.

The motivation for creative accounting is the gap between the actual performance and the firm expectation when there is a significant capital market transaction anticipated. The variance will lead to manipulation of profit to tie in to forecasts. According to high conservative accounting policy, this means that future earnings are easy to predict as it follows the trend each year. Next motivation is the manipulations earning motives and the executive compensation which is linked to income.

Manager's motives are to reduce the perception of variability underlying economic earnings of the firm. For instance, they observe the difference in motivation between managers in owner-controlled and management-controlled firms.

Types Of Accounting Errors Based On Their Nature

The accounting errors based on their nature can be of the following types: 1. Clerical Errors; 2. Errors Of Principe

1. Clerical Errors

The errors which are committed by accounting clerks are called clerical errors. These errors are committed in the process of recording financial transactions. These take place due to the carelessness of the clerk responsible for recording financial transactions. Clerical errors are also called technical errors. The principal types of clerical errors are as follows:

a) Errors Of Omission

The errors committed by not recording a transaction either in the book of original entry or in the ledger book are errors of omission. Such an omission may be either complete or partial.

b) Errors Of Commission

The errors which are committed while recording or posting a transaction are called errors of commission. Errors of commission may take place either in the journal or in the subsidiary books, or in the ledger. Such errors include posting wrong amounts, posting on wrong side of accounts, wrong totaling or carrying forward, and wrong balancing.

c) Compensating Errors

Compensating errors refer to two or more errors which mutually compensate the effects of one another. If one error balances the effect of another error, then the two error are called compensating errors.

d) Errors Of Duplication

Errors of duplication are those errors which arise because of double recording. Double posting of a transaction from journal or subsidiary books to ledger also create such errors. For example, goods sold to John, but this transaction is wrongly entered twice or more in the sales book or wrongly posted twice or more in John's account then it is called the errors of duplication.

2. Errors Of Principle

Errors of principle are those errors which occur by violating the principles of accounting. Errors of principle may occur due to wrong allocation between capital and revenue expenditure, or wrong valuation of assets. For example, debiting the wage account instead of machinery account for the wage paid to the mechanics used for the installation of machine and debiting the customer's account instead of cash account for the cash sales made. Errors of principle may also occur due to wrong valuation of assets by higher level staff.

On the basis of impact on ledger accounts

Errors may affect one side i.e. either debit or credit side of an account or its two sides i.e. both debit and credit thus errors may be divided as:

(a) One sided errors and (b) Two sided errors

(a) One sided errors

Accounting errors that affect only one side of an account which may be either its debit side or credit side, is called one sided error. The reason of such error is that while posting a recorded transaction one account is correctly posted while the corresponding account is not correctly posted. This type of mistake does affect the trial balance.

(b) Two sided errors

The error that affects two separate accounts, debit side of the one and credit side of the other is called two sided error. Example of such error is purchase of machinery for Rs.1000 has been entered in the Purchases Book. In this case, Purchases A/c is wrongly debited while Machinery A/c has been omitted to be debited. So two accounts i.e. Purchases A/c and the Machinery A/c are affected.

DEFINITION OF CREATIVE ACCOUNTING

Creative accounting is referred to also as income smoothing, earnings management, earnings smoothing, financial engineering and cosmetic accounting. The USA prefers to use the term of 'Earning Management' while for Europe countries, the preferred term is 'Creative Accounting'. We are using the term of 'Creative Accounting' in this paper because some accounting manipulations involve primarily balance sheet rather than earnings management.

There are several definitions of creative accounting as shown below:

Barnea et al (1976) stated that creative accounting is the deliberate dampening of fluctuation about some level of earnings considered to be normal for the firm.

Schipper (1989) said that 'creative accounting' is similar to 'disclosure management', 'in the sense of a purposeful intervention in the financial reporting process.'

"Creative accounting is the transformation of financial accounting figures from what they actually are to what preparers' desire, by taking advantage of existing rules and/or ignoring some or all of them". Naser (1993:2)

Earnings management is another form of creative accounting and it is generally described as a purposeful intervention by management in the earnings determination process, usually to satisfy selfish objectives.

"Earnings management is recognized as attempts by management to influence or manipulate reported earnings by using specific accounting methods (or changing methods), recognizing one-time non-recurring items, deferring or accelerating expense or revenue transactions, or using other methods designed to influence short-term earnings". By Bruns and Merchant (1990) in Akers, et al (2007:1)

TECHNIQUES OF CREATIVE ACCOUNTING

The potential creative accounting has found in six principal areas: regulatory flexibility, a dearth of regulation, a scope for managerial judgments in respect of assumptions about the future, the timing of some transactions, the use of artificial transactions and finally the reclassification and presentation of financial numbers.

The first technique is the regulatory flexibility. The accounting regulation allows people to choose policy. For instance, the company can make choices in respect of asset valuation. International Accounting Standards can make choices by carrying non-current assets at either revalued amount or depreciated historical cost.

The second technique is about limitation of accounting regulation in some area. There is some area that is not fully regulated. There are a few mandatory requirements in respect of accounting for stock options. Besides, the creative accounting does not follow accounting regulation when recognizing and measuring pension liabilities and certain aspects of accounting for financial instruments.

The third technique is about the discretionary areas. For instance, examine the discretionary and non-discretionary elements of the bad debts provision.

Besides, having a good timing for some transactions can impress the account. For instance, a business with an investment at historic cost can be easily sold for higher sales price than its current value. The managers can choose which year he wants to sell the investment in order to maximize profit.

Genuine transactions can also be timed so as to give the desired impression in the accounts. As an example, suppose a business has an investment at historic cost which can easily be sold for a higher sales price, being the current value. The managers of the business are free to choose in which year they sell the investment and so increase the profit in the accounts.

Next, the artificial transactions can be entered to manipulate balance sheet amounts and profit between accounting periods. For instance, an arrangement to sell an asset to a bank follows by the lease of the asset back for the rest of its useful life. The sale price under the sale and leaseback can be artificial and the difference can be compensated by the increased and reduced rental.

The last technique is reclassification and presentation of financial numbers. The firm may want to have a good reported liquidity and leverage rate by manipulating the balance sheet figures and reclassify the liabilities.

BALANCE SHEET 2013 STATEMENT FOR BANK

CASH	3,757,881	CURRENT LIABILITIES	180,742
INCOME TAX PREPAYMENT	205,985	CAPITAL	100,000
INVENTORY	0	LEGAL RESERVES	10,000
BUILDING	917,933	OTHER RESERVES	4,543,399
		NET INCOME	47,658
TOTAL	4,881,799	TOTAL	4,881,799

BALANCE SHEET 2013 REAL STATEMENT

CASH	7,897,722	CURRENT LIABILITIES	155,523,554
INCOME TAX PREPAYMENT	7,842,121	CAPITAL	100,000
FINANCIAL INSTRUMENTS	89,592,075	LEGAL RESERVES	10,000
INVENTORY	61,185,042	OTHER RESERVES	9,973,209
BUILDING	41,538	NET INCOME	951,735
TOTAL	166,558,498	TOTAL	166,558,498

The voices that we notice with a big difference from the real statements are: Inventory from 61,185,042 it is declared 0 for the bank; Receivables from 89,592,075 in 0 for the bank; And the biggest difference is in the liabilities from 155,523,554; Account payables 47,385,012, loans and overdrafts 68,537,754, accrued liabilities 39,480,192 and wages and taxes liabilities 120,596. The problem is that we don't know which of this statement is the real one, that one that is declared at the tax authorities or the other for the bank OR NON of them!

If the balance sheet that is declared at the tax authorities is near of the real one, while the bank is in trouble because has false information and is giving loan at high risk. So neither the bank has the real situation of the entity, nor the tax authorities. Hiding all this information just to get other loans is a big problem because the entity is going down more and more and the bankruptcy is at the door. Imagine now if this is a procedure for a lot of firms in our country and not only. The risk that the economy is facing is too high because the Albanian economy is too fragile to support such a crisis situation.

The ethical perspective

Revsine(1991) argues that both managers and shareholders can benefit from creative accounting. Managers are able to maximize their compensation by influencing the company's reported earnings. Shareholders also enjoy advantages of "smooth income" in the form of good shares price as the results of reducing the obvious volatility of earning and other management action such as attempting to avoid default on loan agreements.

Merchant and Rockness (1994) give an opinion that accountants are more serious of abuse of accounting rules than of manipulation of transactions. Two potential rationales are discussed by Fischer and Rosenzweig. Firstly, accountants may show less concern on the impact on users of the accounting figures, instead, they may apply the rule-based approach to ethics. Secondly, accountants also may not see their responsibility in the manipulation of transactions which they always think it is the domain of management and thus not subject to the same ethical code. In this case, accountants may only see abuse of accounting rules as falling within their domain. Besides, these researchers also come across that creative accounting based on self-interest of management may attract more disapproval compared to a motivation of theirs which is to promote the company.

However, accountants or managers may ruin their reputation and subsequently affect their career path if there is failure to take a stand against creative accounting particularly when they come to proposed accounting method which is in fact unacceptable. They are facing the same pressure as any other whistleblower. Therefore, Hamilton (1991) offers some suggestions to these people in order to cope with the above mentioned problem. The very first step for an accountant or especially a manager to do is to verify his or her suspicious about fraudulent things, as some accounting practices which

look illegal are legal in fact. Next, look for alternative ways to reach the desired results and then recommend these as an alternative option to the management. If the management is still insisting on their way, a report should be made to the appropriate monitoring body.

Sarbanes–Oxley, Sarbox or SOX, is a USA law that set new or enhanced standards for all U.S. public company boards, management and public accounting firms. It was named after sponsors U.S. Senator Paul Sarbanes and U.S. Representative Michael G. Oxley. As a result of SOX, top management must individually certify the accuracy of financial information. In addition, penalties for fraudulent financial activity are much more severe. Also, SOX increased the independence of the outside auditors who review the accuracy of corporate financial statements, and increased the oversight role of boards of directors.

The bill was enacted as a reaction to a number of major corporate and accounting scandals including those affecting Enron, Tyco International, WorldCom, etc. These scandals cost investors billions of dollars when the share prices of affected companies collapsed, and shook public confidence in the US securities markets.

The act contains 11 titles, or sections, ranging from additional corporate board responsibilities to criminal penalties, and requires the Securities and Exchange Commission to implement rulings on requirements to comply with the law. The act also covers issues such as auditor independence, corporate governance, internal control assessment and enhanced financial disclosure. The nonprofit arm of Financial Executives, Financial Executives Research Foundation (FERF), completed extensive research studies to help support the foundations of the act.

Albania is a small country with a small fragile economy. This act does not exist in our country but its existence would be helpful for us. Considering that accountants are all time under the pressure of managers to present double statements at same time, one for tax authorities and the other for themselves or banks to prevent a loan the situation is out of control. It would very helpful if banks would accept only the financial statements presented at tax authorities. But first of all we should learn that fraud will not send us anywhere.

RECOMMENDATION AND CONCLUSION

How can prevent fraud? The secret is in the accounting principles:

The principle of consistency of method. As this implies, the same methods must be used to calculate such things as stocks and depreciation from year to year. New methods can be employed, but if so, these must be indicated in the accounts. If consistency of method is not applied there is scope for intentional or unintentional fraud.

The principle of verification requires that all statements in the accounts must be capable of confirmation by independent persons. This also means that the totals of the revenues and expenditures must be capable of being matched with the figures in the books, ledgers and journals of the business.

The principle of matching requires that revenue must be matched with expenditure and vice-versa. Accounts divide the activity of the business into accounting periods, which may be days, months, quarters or years. The balance sheet in effect takes a snap shot of the business at the end of each accounting period. The principle of matching requires that the snap shot should not include items that do not belong to that period. Thus a prepayment for an item that will be manufactured in the next accounting period does not belong to this accounting period, and should not be included in this accounting period.

Why do Companies have to annotate the accounts they submit to the Tax authorities detailing the methods they used in compiling them? This is to prevent fraud. The value of the profits recorded by the company, depend on the way in which those profits are calculated. The company can, by changing its methods of, for example, stock evaluation, either inflate or deflate the figures for the profits. Hence, every change to the methods of accounting should be recorded.

How does the principle of verification help to prevent fraud? This means that the tax inspectors should be able to check every entry in the accounts against a physical record of a financial transaction. If a company makes a purchase it needs to keep the receipt. The receipt is logged in a ledger, and from the ledger the final accounts are prepared. The Inland Revenue are able to check (verify) the transaction against the receipt. The need to meet this requirement prevents fraud as a deterrent, since it is easy to cheat, but also cheating can be discovered and punished.

Reducing the choice of accounting methods by limiting the permitted accounting methods or specifying conditions in which method should be adopted. Consistency in using the accounting methods is emphasized.

Outline rules that lessen the use of judgment. Auditors' role is also important in identifying fraudulent estimates. Implement the concept of 'substance over form' to deal with artificial transactions. Next, revaluate items in the accounts regularly to identify gains or losses on value changes in the accounts as they occur each year. Besides changes in accounting regulation, ethical standards and governance codes in the corporate world must be enforced thoroughly.

The Government is still not doing enough to make sure that all the statutory bodies are converged in a manner that there are no contradictions within themselves. There should be an active participation of the professionals in this process. At present this is clearly absent.

Albania is a small country with a small fragile economy. This act does not exist in our country but its existence would be helpful for us. Considering that accountants are all time under the pressure of managers to present double statements at same time, one for tax authorities and the other for themselves or banks to prevent a loan the situation is out of control. It would very helpful if banks would accept only the financial statements presented at tax authorities. But first of all we should learn that fraud will not send us anywhere.

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Establishment and development of Kosovo Correctional Service during 1999 -2013

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Abstract

Although a new country from the aspect of the establishment and development of Correctional Institutions, yet the Republic of Kosova has a very intensive and interesting flow, commencing from the acts and institutions of former Yugoslavia, Serbia, UN Protectorate and lately after the independence in 2008, it has the new legislation and institutions of Republic of Kosova. The establishment and development of Institutions of Correctional Service of Kosova, in the after war period of 1999, was part of the legislative transition which the Republic of Kosova has undergone during the international administration based on Resolution 1244 of UN Security Council. The process of reformation of the Correctional Institution of Kosova after the war was one of the fields where along with the efforts to build a new concept of the functioning of the Correctional Service of Kosova, there were efforts also to work on unifying the rules of procedure in compliance with the international norms and standards. The development of the Correctional Service of Kosova, from the chronological Aspect has undergone four periods of development under the supervision and support of the international community such as: First period includes the period of interim administration of the Institutions of Kosovo Correctional Service by KFOR, from June- October 1999. Second period begins with UNMIK, taking over from KFOR the authority for the organization and functioning of the Kosovo Correctional Service in October 1999. Third period begins with shifting of the authority from UNMIK to Kosovo Government, respectively from the UNMIK Department of Justice to the Ministry of Justice of the Government of Kosovo, which took place in October 2006. Fourth period begins with the Declaration of Independence of Kosovo in 2008, where the completion of the legal infrastructure and the promulgation of the sublegal acts for the functioning and the work of the correctional institutions in Kosovo. At the end of the war in 1999, Kosovo correctional facilities were destroyed from the aspect of the infrastructure and all other aspects. These institutions were rebuilt initially with the assistance of the international community- UNMIK, and later on with the investments by the Government of Kosova. New facilities were built as well. Now, six years after its independence, Kosova pledged to follow its path towards EU, which enabled the Correctional Institutions to rapidly develop with the purpose of fulfilling international standards for joining EU and other international structures.

Keywords: Kosova Correctional Institutions, legislation, Constitution, International community-UNMIK.

INTRODUCTION

The establishment and development of the institutions of the Kosovo Correctional Service since the after war period in 1999, was part of a legal transition that Republic of Kosova went through during the international administration based on the UN Security Council Resolution 1244.

The process of reforming the institutions of the Kosovo Correctional Service after the war was one field where along with the efforts to build a new concept of the functioning of the institutions of Kosovo Correctional Service, work was concentrated and actions were taken also on unifying the work regulations with the international norms and standards. Resolution 1244 and the Constitutional Framework for Provisional Self-Government in Kosovo have determined UNMIK's authority   to extend its powers in the whole territory of Kosovo where the Kosovo Correctional Service facilities have been established.

It's worth mentioning that difficulties arose for UNMIK in administering all Detention and Correctional Centers of Kosovo Correctional Service. Looking from the chronological aspect, the efforts for organization and functioning of the Kosovo Correctional Service may be divided into four periods:

First period includes the period of interim administration of the Institutions of Kosovo Correctional Service by KFOR, from June- October 1999.

Second period begins with UNMIK, taking over from KFOR the authority for the organization and functioning of the Kosovo Correctional Service in October 1999.

Third period begins with shifting of the authority from UNMIK to Kosovo Government, respectively from the UNMIK Department of Justice to the Ministry of Justice of the Government of Kosovo, which took place in October 2006.

Fourth period begins with the Declaration of Independence of Kosovo in 2008, where the completion of the legal infrastructure and the promulgation of the sublegal acts for the functioning and the work of the correctional institutions in Kosovo. Further we will go through all the periods of the development and the functioning of the correctional institutions in Kosovo.

DEVELOPMENT

First period: The organization and the functioning of the Correctional Service under KFOR administration

With the commencement of the NATO bombings (Clinton: 2004), new arrests took place and a large number of citizens were abducted with no reason and no court verdict from the streets and the same were placed in the correctional institutions. They have undergone inhuman treatment and witnesses talk about the physical and psychological tortures they suffered. Additionally they were given only one meal within 24 hours just so they can survive. Some of them being unable to face this situation have even committed suicide by hanging themselves and openly telling to the people of the regime that it is better if they are executed than being tortured in the most inhuman manner. It should be mentioned that a number of them were executed just because they asked for a better treatment from the people of the regime.

At the end of the war, Kosovo correctional facilities were destroyed from the aspect of the infrastructure and all other aspects. It is worth mentioning that the history of the penitentiary system is an inseparable part of the overall history of a state, therefore Kosovo Institutions present no exclusion (Sadiku: 2010). Initially with the entry of KFOR (Halbauer: 2012) forces in Kosovo, all the institutions: Detention and Correctional Institutions, were under the KFOR administration and management. They were initially involved on the physical security of the facilities and their management. During this period there were still staff of Serb nationality who were working for the Correctional Institutions and at that time KFOR allowed them to withdraw and leave for Serbia.

Second period: The organization and the functioning of the Correctional Service under UNMIK administration

Kosovo Correctional Service was established in November 1999 by UNMIK (United Mission in Kosovo) within the first justice pillar as the reserved competency of the SRSG (Special Representative of Secretary General) and supported by the local staff immediately started its work in November 1999 (MJK)1.

Kosovo Correctional Service inherited a dysfunctional infrastructure but which was consolidated and made functional fulfilling the Kosovo requirements for detention and serving sentences, since its beginnings and up to this phase when visible infrastructural improvements have taken place, to include the increase the work quality level. Kosovo Correctional Service initially established and the Detention Center in Prizren to continue further with the consolidation of the infrastructure of correctional facilities in Dubrava, Gjilan, Lipjan, Peja, Mitrovica and all other center in Kosovo.

Kosovo Correctional Service under the international monitoring has continuously recruited local correctional staff in order to fulfill the needs a functional service, which under this conditions faced many challenges, not leaving behind the aspects of work subculture in prisons (Kauffman:1998). Kosovo Correctional Service was built up based on the international criteria and standards, similar to the most advanced correctional systems in Europe, thanks to the international staff which brought their best practices from their countries. The Kosovo Correctional Service since its establishment is part of the overall developments of the circumstances in the after-war Kosovo, which went through various challenges and difficulties during all the transition phase.

UNMIK Regulation 1999/24 was the applicable legal basis for the work of the correctional institutions, which enabled the application of the Law on Execution of Criminal Sanctions of 1977.   Additionally, the European Prison Rules as well as international standards were directly applicable in the Kosovo Correctional Service. In 2001, the legal infrastructure was completed (KC framework); setting a clearer basis between PISG (Provisional Institutions of Self-Government of Kosovo.) and UNMIK, yet the development of the Kosovo Correctional Service remained as reserved competency of SRSG, respectively under the management of the Criminal Division of the Justice Department. During the time when Kosovo Correctional Service was a reserved competency, the local staff continued with efforts to increase the professional and management capacities and the preparations to take over the competencies and responsibilities from internationals who until that time managed the Kosovo Correctional Service.

Third period: The transfer of competencies from UNMIK to the Ministry of   Justice, the Government of Kosovo

The third period begins with the transfer of competencies from UNMIK to the Government of Kosovo. In 2005- UNMIK Regulation no.2005/53 set the legal basis for the establishment of the Ministry of Justice stipulating the initial competencies. Ministry of Justice became functional in March 2006. At a later stage in 2006, UNMIK Regulation no.2006/26, dated 27th April 2006, expanded the competencies of the Ministry of Justice to include the competency over the Correctional Service, excluding the command over the emergency situations at Dubrava Correctional Center until the end of the UNMIK executive mission. After this phase Kosovo Correctional Service recruited entirely new management comprised of local staff and it developed independently from UNMIK, under the authority of the Ministry of Justice. This period of transfer of competencies lasted until the declaration of independence of Kosovo in 2008 and it was of outmost interest for the continuation of the professional operation of the correctional facilities (Dreshaj:2010).

Fourth period: Independence of the Correctional Service and the progress of Institutions for execution of criminal sanctions

With the declaration of independence of Kosovo (Independence of Kosovo was declared on 17th February 2008) and with the adoption of the Constitution of Republic of Kosovo (Constitution of Republic of Kosovo entered into force on 15th June 2008), all the competencies in the field of justice system and the correctional service were transferred under the management of the local institutions and under the management and supervision of the ministry of Justice.

The functions of the Kosovo Correctional Service are stipulated on the Constitution of Republic of Kosovo, the Criminal Code of Kosovo, the Law on Execution of Criminal Sanctions, Juvenile Justice Code, Law on Pardon, Ministry of Justice sublegal acts (It includes the Administrative Directives, Rules of Procedure, Internal Rules and House Rules), International Conventions and the Universal Declaration on Human Rights. Based on the above provisions, the Kosovo Correctional Service has undertaken the following actions: the organization, implementation and supervision of the execution of the jail sentence and long-term jail sentences; the organization, implementation and supervision of the execution of the juvenile sentence and the educational-correctional measures; the organization, implementation and supervision of the execution of the detention measures; organization of the programs geared towards the correction and social reintegration of the offenders, preparing them for the release and facilitating their reintegration in the family and society (Dreshaj:2010); recruitment, training and assessment of staff of the Kosovo Correctional Service; preparation of analyses, statistics and information on the Correctional Service; undertaking the necessary measures to ensure the data protection related to the Kosovo Correctional Service.

CONCLUSION

Kosovo Correctional Service after the calendar year 1999, under the supervision and contribution of the international community has marked a significant progress in the spirit of a humane penitentiary system. This significant progress has been marked also on the reports prepared by many international and local entities.

The international community assisted the Kosovo Correctional Service by, renovating all the correctional detention facilities, building new capacities for accommodating the offenders; building staff capacity by in country training and training abroad, increasing the technical and security capacities for a more successful work. The establishment of database with the data on the offenders, staff and other data necessary for a successful work, was of outmost importance for the Kosovo Correctional Service.

During this period of international administration the legal infrastructure was established to include also the sublegal acts and Standard Operating Procedures; all of which are based on the most advanced international standards. This enabled the cooperation with other countries and the extradition of the offenders to various countries.

In line with the requirements stemming out from the legal infrastructure, the Correctional Service of Kosova, has established also the necessary institutions for the safety and treatment of prisoners in compliance with the international laws and standards. It is worth mentioning that the High Security Prison was constructed, to enable a higher security for the offenders who are qualified with high and very high risk scale.

Despite all the efforts and achievements, there were also many difficulties since the Kosovo Correctional Service lacks the necessary juvenile facility who are sentenced with educational-correctional measure. Additionally, there is a lack of a facility to treat offenders with psycho-physical deficiencies. The lack of these institutions represents a big problem in equal treatment of offenders and makes it difficult to be in compliance with the international norms and standards.

With the declaration of independence of Kosovo new circumstances were created for transfer of full competencies in management of the correctional institutions in Kosovo. In this context the legal infrastructure was amended to regulate the functioning of the correctional institutions. In compliance with the legislation other sublegal acts are adopted as well as Rules of Procedure for the Kosovo Correctional Service.

The correctional Service established its identity by changing the uniform and emblem, by functionalizing the promotion system and by partially equipping staff with weapons for security purposes.

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Human Security: a Need and a Challenge

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Abstract

The purpose of this paper is to emphasize the fact that everyone should contribute to the security aspects, that includes individuals, the society and the state. Each one of us want to live without fear from everyday risks and threats which happen in our surrounding. Nevertheless, each one of us should give our contribution to make this happen, with the purpose of protecting our lives in the same scale as we expect from the society and the state to provide that security. The purpose of this link or relationship of interest between the individual and the society is to reciprocally increase the societal and individual security. Thus, people should protect their lives as strongly as they expect from the society/state to do so. From the context of security provided by the society/state, we want to emphasize that the protection of our community from crime is one of the protection functions of the criminal law, while on the other hand the legal security is an element of rule of law. Criminal law is tasked with safeguarding citizens, by protecting human life, bodily integrity, rights and freedoms, honor, authority, equality and safety and security of the citizens. Security at its broader political and legal meaning includes defence measures and activities for protecting from the endangering of the independence and integrity of the country (nation) and the internal constitutional and legal order. Security as a constitutional value and need should defend the public order, the state and its citizens as well as enable unimpeded functioning of the institutions in all of its segments. On the contrary, the lack of trust of citizens in the judiciary impacts every individual member of the society in the form of legal insecurity which leads to self-judgment with all its destructive elements of this phenomenon. The modern concepts of security everyday and more are based on the obligation of states but also of its citizens, to establish the feeling of collective security based on the principle that "whoever lives and acts in a respective country has the right to feel free." Democratic countries while preparing their policies in the security field, as a very essential and sensitive issue in all aspects of life and of special importance worldwide, try to increase the feeling of social, economical and political security of the nation and its institution towards threats and risks, and they do so by among others by preparing documents, strategies and other above mentioned policies.

Keywords: Human rights and freedoms, life, risks and threats, legal security, state obligations.

Introduction

"Man is born free, yet he is everywhere in chains, how did this change come about? I do not know. But how can such a change become legitimate? I believe I can answer this question."

(Jean-Jacques Rousseau)

Everyone wants to live without fear from daily risks and threats, which occur every day in the whole world. Thus, he wants to live safe and seeks safety not only for his life, but for his loved ones as well. Same people are endangered and threatened by wars every day and even we witness its consequences through media. The lives of others are endangered by the lack of basic food or drinking water; whilst for some other people the risk is sudden as result of terrorism, biochemical poisons, endangering in this way not only the life of an individual but lives of the society as a whole.

These are the risks that threaten humans directly and result is death. On the other hand some people are endangered and threatened indirectly, slowly but unavoidably. Therefore, each one of us should be familiarized with those risks. Nevertheless, in order to fight those risks, the government structures should be familiarized with them as well. Russo supports two views on his thesis - 'the individual' and 'the state', emphasizing that every person has the right to protection from any attack and that people have entrusted all their rights to the society as absolute "power". Pushed from justifications completely driven towards their "touchiness", people give up their individual freedom carrying it to the "political bodies", According to him the society/state has the right to repression (takes over the responsibility for it), by applying punishments against the perpetrators of criminal offences. Thus, people need to protect their lives in the same powerful way as they expect the society/government to offer safety to them.

Protection of the society from the criminality, protective role of the criminal justice

Protection of the society from the criminality, protective role of the criminal justice. Within this scope, the priority task of the criminal law is protection of fundamental human rights and freedom, public order and the security of the country(Salihu:2005). Additionally, criminal law is tasked with protection of special legal benefits of people, such as: human life, bodily integrity, rights and freedom, honor, authority, citizen's equality and security (Salihu:2005). The safety of the citizens means the state of being free from danger or threat, the state of feeling free, and free from a sudden danger (oxford dictionary). A state is secure to the extent to which it is not in danger of having to sacrifice core values if it wishes to avoid war and is able, if challenged, to maintain them by victory in such a war (Lippman: 1991). In this context, guaranteeing the human safety and security requires a multilayer approach to address economic security, food security, health and environment security, individual security, societal and political security. This special meaning of human security is categorized as one of the broad definitions and forms the basis for division of the meaning of human security (Collins: 2007).

Human security is understood also as the protection of individuals from the dangers for their physical or psychological safety, their dignity and wellbeing. An environment capable of ensuring human security to its members is an environment which gives the individuals the opportunity to live a stable and self-determined life (Shahrbanou: 2007). The world can never find peace if people are not safe on their day to day lives. And how can the world be in peace, when everyday people are killed, people die starving, people are tortured, imprisoned, displaced or denied health care or education, in the name of security (Williams:2013). Security related topics on security are subject of modern societies worldwide: they fill the speeches of politicians and experts; newspaper articles and radios are filled with those; and the images of security and insecurity pass through our screens and internet almost constantly (Williams:2013). All this makes security an amazing topic, often deadly, but always very important topic (Williams:2013). In his search for the meaning of life and happiness, every human shall have the opportunity to develop itself according to his or her talent and capabilities (Grabov:2008). The free development of human personality is possible only within the community. The relationship between the individual and the community is that of reciprocal enrichment. The individual may reach full development of his identity in relation to other persons. The community depends on free individual personalities with the belief for his development and potential. This is the characteristics of the society with equal chances for all. Each individual in it has the opportunity of completely expressing his creation and novation. This free personal development in the society of opportunities ensures also societal cohesion (Grabov:2008). The protection of the right to property, enables security of the legal-property relations, protection of property rights from thefts, vandalism and other forms of obtaining property rights and any other forms of removal of individual's property right (Abazoviq:2006).

Legal Security, an element of state of law

The principle of legal security is also a very important element of the state of law. The precision, clarity and overall stability of legal order of a certain state are considered as its principle formal standards. Nevertheless, the non-violation of the rights gained and the legal expectation that guarantee the applicable norms are considered as the principle standards in the material meaning. In other words, it is required that not only the specific norms, but the entire legal order is understandable, predictable and non-contradictory. In this way, it is believed that this creates the belief of the citizens in the stability of this order and their determination for the need to respect and implement the same on day-to-day life. At the same time, on this basis, the citizens determine also the scope of freedom or their conduct in the state and society (Degenhart: 1998).

The doctrine of the Constitutional Law has accepted that the legal security is one of the key elements of the state of law (Zaganjori:2011). This security means among others also the trust of the citizens in the state and the no amendment of the law for the relations already regulated. The trust has to do with the fact that the citizen should not continuously worry about the amendments and the negative consequences of the normative acts which violate and worsen the situations regulated by previous acts (Zaganjori:2011). Affirming the legal security principle and its main elements, the Constitutional Court of Republic of Albania emphasizes that this principle cannot prevail in every case (Zaganjori:2011). This means that if a legal regulation of an issue is directly affected by a public interest, with all its fundamental elements, this interest will naturally have priority over the principle of legal security. But in this case, it is not about just any consequence, but for fundamental consequences, since the new provision creates a conceptual change on the relationship state- lesser, a change that brings very important consequences (Zaganjori:2011).

Security, a Constitutional value

Security as constitutional value and need should ensure protection of public order, protection of the state and its citizens and the unimpeded functioning of the institutions in all its segments. From the definitions quoted, it results that each society,

independent from its societal form, is faced with various potential and real dangers, caused by circumstances that may put in question the necessary functioning of certain segments of the society. In this sense, the security should express the ability and respective protection measures of confronting and eliminating the occurrences that destroy the stability of social development of the state and society (Zaganjori:2011). In this parallel, it is important to have the trust of the public in the judiciary, which is a vital element for the aspiration of building the state of law. The lack of trust in the judiciary it affects each individual member of the society in the form of lack of legal security, which leads to self-justice with all the destructive consequences of this (Albanian Union of Judges: 2012). Various subjects and bodies are engaged in protecting certain values and goods and each of them applies specific methods and measures such as: legislative actions, repressive measures etc.

Conclusion

Every individual needs to consume his safety for his own life and the life of his family, but not only that. Therefore, since the individuals have the need to consume security they are called upon first to contribute to the increase of the level of security, in their families, in their neighborhoods, in their society and up to the state level. Every individual needs protection of their personal rights, their property, and their political rights from any criminal abuse. Security does not exist if we are unable to enjoy it; and we can enjoy it only if the law is respected by each one of us. Individual freedom, personal security and public order are closely linked notions, since there exists a mutual link according to which there is no individual freedom without the personal security, no personal security without public order, there is no individual freedom without public order.

State institutions established to offer security for the citizens, are more and more having difficulties not only in terms of overall security of the communities but for individual security as well. In this context while the U.S. has continuous security problems, Balkan countries cannot remain comfortable towards the occurrences which endanger the lives and wellbeing of citizens. Logically a question is raised!. Can any country through its mechanisms of violence guarantee the safety without the assistance of its citizens? We would categorically say "No" for many reasons. One of the reasons is that even though the legal norms are in force, the law enforcement cannot be everywhere at any given moment to maintain safety and security for its citizens. It is the citizens who should reflect on their assistance to government institutions and to change their approach in terms of the cooperation between the individuals and other people in the neighborhood. The cooperation is implemented through planned phases, because if we fail to plan then we have planned to fail.

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Achievements And Standards Of Quality In Secondary Schools In The Republic Of Kosovo

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Abstract

Standards of quality in education today represent a major tool that enhances the quality of education and makes it more controllable. In order to successfully integrate Kosovo into European education is important for schools to have high quality achievement so this quality would be the same quality of education as in developed countries In this scientific paper will be presented: a) The quality of students' achievements (based on quality indicators as: the passing rate of graduation test and GPA of students) in some secondary schools in Kosovo. b) How satisfied are students with the quality and knowledge they acquired in those schools where the research was done and c) Are the schools in Kosovo implementing the European standards of education. The purpose of this paper will be the achievements and quality standards of education in Kosovo and are approximate quality of education with countries possessing European standards At the beginning of the paper will present in general for education quality standards while the main part will be the evaluation of distributed questionnaires in some high schools in Kosovo and basing on the results of the evaluation there will be also the recommendations.

Keywords: standards, quality, student achievement, schools, education.

INTRODUCTION

Currently the education sector is in the Republic of Kosovo is characterized by intense reform efforts aimed at the achievement of high-quality education. The increased interest in quality and standards is not only a matter of education system in Kosovo but also in many countries of the world.

According to the law no. 04/L-032 for undergraduate education in the Republic of Kosovo, standards are measurable indicators of defined success, in the form of qualitative or quantitative criteria, which are expected to be achieved by candidates in order for them to gain qualifications and standards of schools representing the concept of quality education which aims more at the quality of students, teaching, level of achievement etc.

Rating for achieving a certain standard is difficult without relying on specific indicators that demonstrate achievement of the relevant standards. As an indicator of the quality of education in Kosovo are: graduation test pass rate and average grade of students.

Achievements of the quality is conformity of specifications, which means precise measurement of efficiency and education institutions talk about providing quality services, which means that higher education institutions should adhere to the standards and requirements, provide educational programs and expect to provide excellent qualifications. So according to the dictionary education "education quality is assessment and educational level of effectiveness in achieving quality education"

AIM OF THIS PAPER

School Standards represent the concept of quality education which aims more at the quality of students, teaching, level of achievement etc.

The purpose of this research paper is the achievement and standards of quality in undergraduate education in Kosovo and factors affecting quality improvement in students

PURPOSE AND ROLE OF STANDARDS

"The standards define expectations to be achieved in education, it sets the criteria and requirements that schools must meet, determine what criteria should know and do, parties of interest in the education system, in order to achieve quality education, also serve to assess and self-assess the development and effectiveness of school ", this sentence quoted author (Darling-Hammond, 2012) which is also the author of many books that devote quality in education. While, according to a group of authors (VN Gordon, 2011), standards enable control, assessment of knowledge acquired, and enable control of educational work

The main goal of standard setting is:

- Determination of expectations for students and teachers in key areas of knowledge,

- Assignment of duties and work that be had by an school principals,

- Helping teachers in different directions professional development

- Increase quality of operation and implementation of the educational activities of the institution,

- Proper involvement of family, community and school in the institution.

Standards serve:

- drafting of curricula for high schools,

- To improve the various fields related to the management of the school

- Assist teachers in planning educational activities,

- Ensure that they meet the requirements set out teachers and other educational factors,

- Qu - Enable examination and assessment of knowledge acquired, skills and attitudes possessed,

- Enable control of educational work among teachers within the educational institution.

Evaluation to achieve a certain standard is difficult without relying on specific indicators showing the relevant standards.

1. Management and governance indicators are grouped into which measure and assess the performance of managerial staff of the school.

2. Capacity of school grouped indicators which measure and assess which aspects of competence such as schools offer teachers professional service competencies.

3. Curriculum and learning process-grouped indicators which measure and evaluate curriculum and teaching methods for the realization of the situation with instructional materials combined to control technology and engineering education.

QUALITY EDUCATION-OPINIONS AND MODELS OF MANY LEARNERS

Unfortunately there is no "recipe" for educational quality since quality is the result of many factors that are interrelated and influence each other reciprocally. The quality of education in schools is a roadmap for measurable outcomes of student success and closely reflected in the quality of the school. Therefore, all areas for the development of a good school are more or less necessary to achieve a high quality education. Areas affecting the quality of education are; leadership and management, Comprehensiveness, a strategy for the development of quality, professionalism, results and successes, school culture, etc..

Many researchers have analyzed the data to find out how to measure quality in education trying to identify factors that function as an indicator for the entire system, so to find a "representation" of the quality of education, which is an important indicator, measurable, easily accessible and can be measured over a period of time to document change.

The authors (Reeves, Carol; Bednar, David A, 1994) define "quality as excellence, showing high achievement standards, with attributes of excellence". While according to the author (Pirsig, 1974) "quality is difficult to define and is an elusive concept."

Researchers (Kavarkoglu, 1996) & (B.Crosby, 1979) state that "the quality and standards are both inseparable". While (Henry) states that "the quality of education depends on its planning so planning is one of the highlights of the quality of education".

(Yildirim, 2002) states that "school quality of being suitable for standards"

In his landmark text, "Quality of Education in Developing Countries", the author (Beeby, 1966) made the first attempt to generate a model for understanding the theory of education. He introduced the concept of quality on three criteria;

First, the "quality-class", which has to do with the acquisition of knowledge and measurable learning, and assessment of behaviors and attitudes of students and teachers which is very difficult to measure

Second, the "quality-education" which serve to economic goals of the community in which students live so the quality of education should serve economic goals

Thirdly to become quality control

According to his criterion of the second and third sets to quality education as "external quality" where the first criterion defines as "internal quality" which according to the author Beeby depends on several factors. As the main factors that influence the quality in education by the author are:

1. responsibility of the school (the school principal)

2. teachers and

3. income

He wrote this pattern when human capital theorists had begun development of quantitative techniques to measure the economic benefits of investment in education and so was motivated to propose a model of quality in education that match the sophistication of their analysis statistical. It was also a time when rapid expansion of education delivery, especially in countries with low income was perceived as a threat to quality education.

While the author (Sayed, 1997) in his book "The concept of quality in education", stated that four elements exist for an effective school;

- 1. Academic environment,

- 2. Learning of students,

- 3. Instructional leadership and

- 4. Use of school materials.

ACHIEVEMENTS OF PASSAGE OF TEST AND PUPIL AVERAGE GRADE

As an indicator of the quality of students in secondary schools in the Republic of Kosovo are the graduation test pass rate and average grade of the students. In this scientific paper will present a table through graduation test negotiability and the average grade of students for four years.

Schooltime	Passing rate of graduation test	Average grade pupils
2010/11	42.8	2.8
2011/12	52.9	1.6
2012/13	67.4	3.2
2013/14	52.5	

Methodology of the paper

In this paper scientific methodology questionnaires will be working with who will collect primary data. The questionnaires will be disseminated in some of the top high schools in the Republic of Kosovo where the total number of questionnaires will be a total of 400 will be two types of survey; questionnaires for teachers and students and there are five questions every questionnaire.

Distribution of the questionnaire will be made after the consent of MEST (Ministry the Education Science and Technology) and DA's (Department the Education). Schools that will participate in this research are:

a) Economic high school "Ymer Prizreni"-Prizre

b) General high school " Sami Frasheri"-Prishtine

c) General high school " Jeta E Re" – Therande

d) General high school "Xhelal Hajda-Toni- Rahovec

In the begging we will present test passing rate and the average grade of students in four high schools and then the data collected by questionnaires.

Name schools	Passing rate of graduation test				Average grade pupils			
	2010/11	2011/12	2012/13		2010/11	2011/12	2012/13	
S.H.E."Jeta e Re"	98%	79%	82%		3.2	3.5	3.6	
S.H.G."Y. Prizreni"	70%	75%	78%		3.3	3.1	3.5	
S.H.G."S. Frasheri"	95%	97%	98%		4.12	4.20	4.25	
S.H.G."Xh.H.-Toni"	87%	82%	84%		4.0	3.9	4.1	

So, in this table are shown the average grade of the students and of graduation test pass rate for the past three years, while the data collected from the questionnaires will be in attendance to present the chapter.

ANALYSIS

In the first question; In your school has a high quality education?, About 65% of the respondents were in favor while 35% not for of present this is also in the form of a diagram
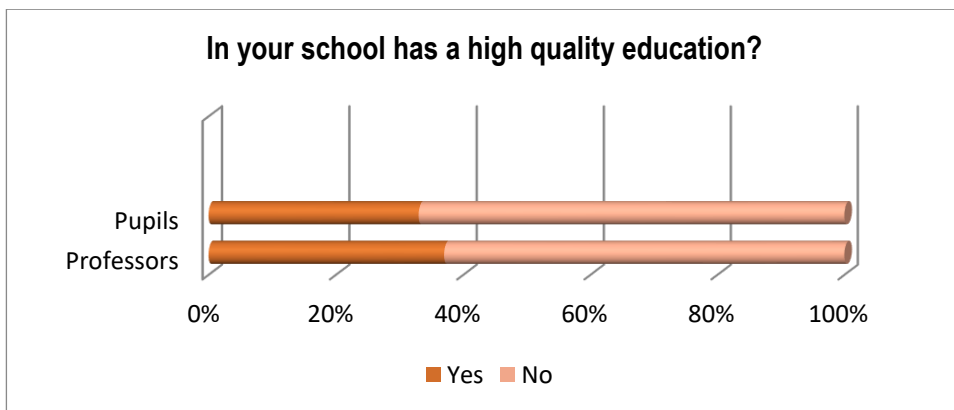
In the second question: Your school is led by a European Standards?, Where the answer was 69% while 31% for not being of this result for the present in the diagram below.
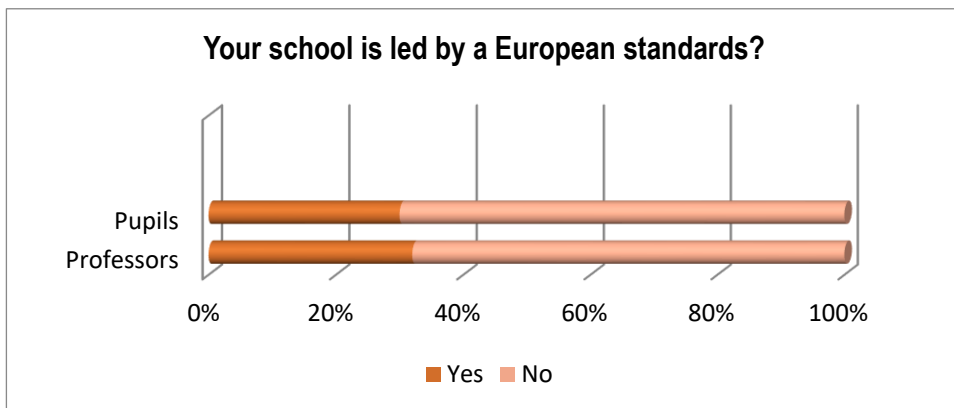
Third question: Secondary schools in Kosovo he meet quality standards in education?, where about 70% answered no while 30% answered yes.
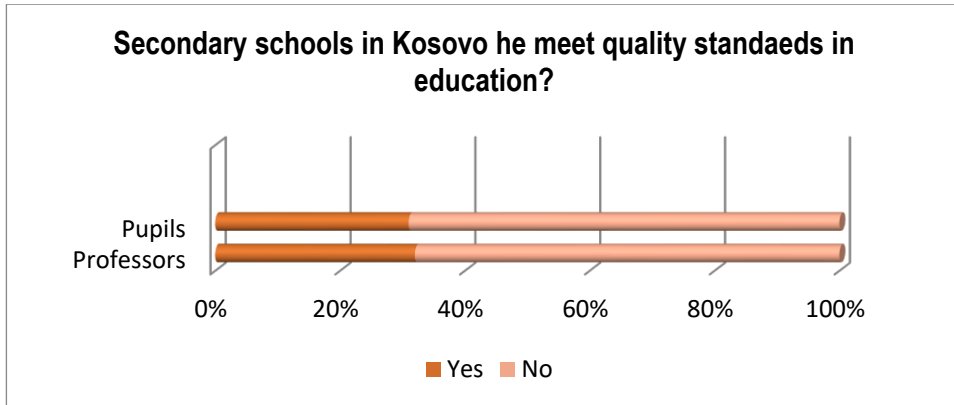
In the fourth question; Do you think that you the best quality management de Schools Will Bring Higher Achievements in education?, Where respondents answered affirmatively while the last question Do you think that you the Implementation of Standards in Education Will Be the Highest Achievement of quality?, Where the answer was about 90% for yes and only 10% for this result is not shown in the diagram.
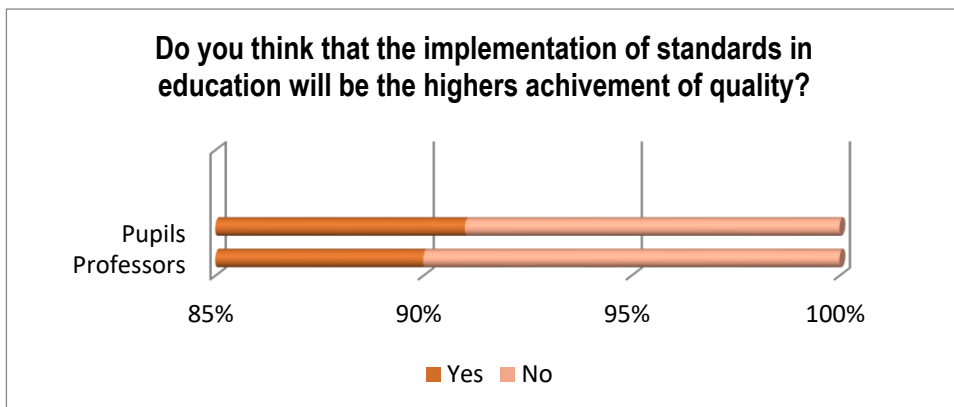
RECOMMENDATIONS

According to data obtained from questionnaires that were answered about 400 students and teachers come these recommendations:

- Schools of the Republic of Kosovo must be engaged more to improve the quality of education,

- To achieve the highest quality should engage directors, teachers and parents

- Since schools to apply standards which lead to the achievement of the highest quality and compare it to European and developed countries

- Perform implementation of new curricula with those evpropiane etc..

General recommendations:

Increasing the quality of university education in Kosovo is based on several factors, such as through the development of more effective legislation, the establishment of a peer review of school performance, a quality curriculum, an effective and

efficient decision making, management of good excellence, professional training schools and professors who directly affect the quality of students. Professors engaged in looking not only for professional development, but also the professional training of high quality

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The Didactics Of Multilingualism – Intercultural-

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Abstract

The didactics of multilingualism is a relatively new concept in the European and global language teaching. The didactics of multilingualism is based on completely new principles: Languages are not taught in isolation, but taught and learned interdependently. Rather, at every opportunity connections between the languages are produced. To help the children learn and at the same time to reflect on language and culture and to uncover relationships. This requires a close cooperation of the teachers themselves. The topics in the classroom should be familiar to the reality of children and meet their interests. The teaching of contents and materials must take into account the intercultural approach.

Key words: The didactics of multilingualism, multilingual, multilingualism, intercultural development

One of the highest purposes of foreign languages learning is the acquisition of multilingualism. Linguistic and cultural competences encourage not only mutual understanding and tolerance, but also increase personal and professional opportunities in a globalised world. Multilingual is that person who can communicate in more than one language. Multilingualism does not mean that every language must be acquired perfectly. In classes of different levels are included different competences.

Lately, didactics of multilingualism has a very important role. Competences of foreign languages in our society are indisputable. Foreign languages give you new opportunities in understanding other cultures. For these reasons, European Community and European Council demand three foreign languages for their citizens. Definitely, English is one of them. This brought us to the fact that in most of the European countries, English is the first language that is included in curricula and educational programs.[1]

Different case studies demonstrate that the learning of a foreign language is a human ability. Didactics of multilingualism start from the point that languages cannot be learned isolated from one another, but depending from one another. It does not introduce a new method of learning but it is a further development of specific aspects of communication. Being faced with the globalization development, communication and dialogue have become key elements between countries and their cultures. Beside linguistic development, intercultural development has become a principal element in learning a foreign language because language and culture are strongly connected with one another.

List[2] defines intercultural learning as a total different concept in relation to the "traditional learning" of a foreign language where perception schemes are those of national culture, so in this case students must understand that something foreign is not just a self-translation, is not something that they already know, but something that contains its own elements and features.

Bredella and Delanoy[3] broaden this argument: "We are moulded with our culture and this makes our perception of foreign cultures to be influenced by our national culture. That's why the need to percept a foreign culture in a neutral way, is still an illusion."

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[1]   Neuner, G. 2009, p. 2

[2]   List, G. 1994, p. 193

[3]   Bredella, L and Delano, W. 1999 p.13

Intercultural Learning

Educational processes of teaching and learning are strongly connected with culture.[1] Yearlong traditions of teaching, characterize and mould educational situations even in the learning of a foreign language. Intercultural learning based on a foreign language learning has as a principal goal "intercultural competences" and their acquisition. It is a very broad concept where linguistic abilities and competences, attitudes toward cultures and improvements of interactive abilities, are very important.

In the teaching and learning process, in every educational context, mutual understanding is very important. "The foreign" is an important category and its training must take an important place in learning of a foreign language. Educational content and format must be organized in collaboration with the students. As part of the cultural formation, it must be lined among other ones, the cultural identity of students, stereotyping trainings and cultural contents, didactics between the known and the unknown, to what is yours and the foreigner. The main objective of a teaching process, intercultural orientated is building of students' capacity in being involved in a successful conversation with people from other cultures.

The didactic character of the intercultural and multilingual educational contents

From the didactic point of view it must be determined what kind of characteristic an intercultural content should demonstrate, which are the groundings, abilities and experiences that must be transmitted through the educational process.

To a primer importance is the fact that educational contents of intercultural and multilingual teaching process give you the opportunity of comparison. Comparison is very important in a teaching and learning intercultural process. Educational contents must be selected and ranked in a way that can ensure the possibility to discus over those.

If students are faced with a total new and strange phenomena, there is a risqué that students might draw back from the discussion and not dare give their opinions fearing the fact that they might be wrong or inappropriate. Comparison is possible only in those cultures which have some features in common and not in those which have nothing to do with one another. In this point, it must be stressed the fact that is the role and responsibility of the teacher to create a free teaching atmosphere, free of fear and tension.

Intercultural aspects must be integrated in every field of foreign language learning. Comparison is the principal method of connection in different aspects of a language, the aspects of phonetic, morphology, syntax, lexicology, pragmatic, sociolinguistic etc.

Contrasting perspective makes students be aware of their cultural standards and reflect upon them. Without this process, knowledge of a foreign culture would be incomplete and full of prejudice and stereotyping.

It also must be mentioned the fact that educational contents should include information about places, people, culture and their traditions. But, this information is never enough as to equip students with the final intended "intercultural competences", which are the result of an effective intercultural and linguistic teaching process.

A very important element in reaching it, is the creation of a certain attitude toward the members of the other culture. Being opened and predisposed to communicate and interact, having the ability to exchange critics and be part of a conflict, offering of tolerance and empathy toward the foreigner, are part of inner attitudes which indirectly are connected with the knowledge for the people of the other cultures.

There are also cases when someone has sufficient knowledge of a certain culture, but is completely closed towards communication and interaction for different reasons, which might be personal, social, familiar or even the worst one, which is directly connected with the teacher, as the result of failed foreign language teaching process, as a consequence of a continuous influence of stereotyping over the members of the other culture or negative aspects have been overstressed by the teacher.

Educational contents must bring the change to existing attitudes and create new ones. It must be said that educational contents of intercultural learning should have a high level of authenticity. Demand for authenticity in this context must be understood as a real and trustful reflection over the foreign culture. Authenticity should not be bounded just by the usage of real linguistic and cultural material because they can become part of a learning process and in this case they can automatically lose their authenticity.

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[1]   Neuner, G. 2009, p.3

There is also the possibility for authentic material to be used successfully in an intercultural learning process. In this case it must be ensured the authenticity of interaction in the teaching process, which can be reached with a careful planning of the lesson, where balanced contents, aims and used social forms, should be kept in mind.

Authentic linguistic and cultural material and its appropriate usage should resemble as much as possible to a real and natural situation of using language, but it should be kept present and not create the illusion of being out of the teaching process and that the situation is created for educational purposes and not for the simulation of another form of communication.[1] Finally, it is important that cultural contents include the foreign aspect, the one that is different from ours and give the possibility to confront with it. During the teaching process it must be emphasized the foreign aspect, the unknown, the misterious and the incomprehensible aspect. Treating such contents should make students reflect on what is theirs, what they know, what is close to them, what is the most familiar to them and to argument and reflect over it critically.

Creation of an appropriate frame in implementing teaching contents of interculturalism and multilingualism

Above, there are mentioned some important characteristics which fulfill intercultural contents. In order to have a successful implementation of these contents, some important elements which are connected with the teaching process, must be taken into consideration.

The most important one is student centered teaching and creation of connections between previous knowledge. Students must have the opportunity to articulate previous knowledge, attitude and experience.[2] Reflection over previous knowledge and experience is very important because in this way previous concepts can activate and there is a potential possibility to change them. Students' cultural background is considered as a very important starting point for didactic, and application of appropriate educational materials.

In a teaching process, culturally orientated, it is very important for students to demonstrate and be interested for the educational contents. Selection of educational materials must be appropriate for their age, level, group composition, their origin, previous contacts with that culture, etc. Educational contents besides being interesting, they must be stimulating and demanding to students.

The role of the teachers in their teaching also is very important because it is the teacher the one who encourages discussions and reflections over changes and common features between their culture and other ones. In most cases, learning of a foreign language is the only bridge between national culture and foreign ones, that's why special attention is required in the way it is transmitted to students.

Conclusions

The theories described above can be summarized in this short thesis connected to the intercultural content, as one of the principal bearer of intercultural competence achievements. Regarding these contents there weemphasized some aspects, where the most important are the ones distinguished: focus over the foreign aspect, authenticity, knowledge about people and country, opportunity to comparison etc. Then it is designed an suitable frame in applying these contents and success of intercultural education. In summary, it must be said that the focus of educational contents in intercultural education, has three parts:

Knowledge and lingusitic competences

Relativism of cultural attitudes

Improvements of ability to interact

Linguistic knowledge and competences, their transmission and enforcement have the principal place in the educational process. By emphasizing the intercultural elements, it is clearified that in a foreign language or culture there might be some elements that are totally different from ours.

Foreign language can be organized in logical construction through phonological development, and syntax constructions which in our national language do not exist.

In cultural attitudes we deal with support of tolerance development, empathy, critical abilities and earning of new attitude. Acceptance of linguistic and cultural diversity of the other language consist on some aspects: overcrossing of challenges,

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[1]   Volkmann, L. 2002, p. 123.
[2]   Bredella/Delanoy, 1999, p.21.

acceptance of the fact that a foreign language and culture can function differently from ours; acceptance of different interpretation of reality in the values' system.

Improvement of acting abilities can be reached through some different comparative techniques between cultures, intermediation and interpretation.

So, regarding the teaching of the intercultural contents, it can be utilized such a model with the three components mentioned above.

Principal preservation in such an educational process is that mother culture and the foreign one should be treated as equal.

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ADJUSTMENT PATTERNS AND CHANGING LIFESTYLES AMONG RETIRED ADULTS IN OBUDU LOCAL GOVERNMENT AREA OF NIGERIA

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Abstract

Occupational disengagement, social disengagement and retirement have remained very interesting topics of discussion among different professionals; gerontologist, geriatricians, social workers and pension administrators in the developing world. No doubt, this period in life especially in this part of the world, comes (though gradually) with a plethora of physiological, economic and psycho-social challenges to both the ageing adults, relations, associates and other agencies involve with providing care and support for senior citizens. Whereas this period is supposed to be anticipated with longing and a healthy desire to go into a period of rest, the reverse is the case in the developing world where this period is that of anxiety and uncertainly, hence eliciting different reactions and behavior modification in the retiring adults. This paper sought to investigate the adjustment patterns among retired adults in Obudu LGA of Nigeria. Four parameters including, changing roles in the ageing family, husband wife relations, grand parenthood and alternative lifestyle were used to examine the adjustment patterns among a sample of senior citizens randomly selected to reflect the identified demographic characteristics. The findings revealed marked differences in the adjustment of men and women, urban and rural dwellers, highly educated and poorly educated retired citizens.

Keywords: Occupational disengagement, social disengagement, senior citizens, demographic characteristics, adjustment patters, changing lifestyle.

Introduction

Adjustment pattern and changing lifestyle among retired adults in Obudu LGA of Nigeria.

Evidence from research and experience continues to indicate that the later part of the human life remains a complex and unpredictable stage, even as it varies between two individuals between gender. It is intriguing to note very quickly also that the pattern and manner of adjustment of older adults vary between one culture and the other, one region and another and from one society to the other.

In most societies, occupational disengagement is followed inevitably by social isolation and eventually disengagement. Although all through the human life, there is a constant demand to keep adjusting ones roles from one day to the other. However, such adjustments in earlier life are less stressful, less noticeable and often very seamless, owing perhaps to the fact that at that age, (from childhood to early adulthood) the individuals physiological composition is still elastic and as such allows greater capacity to cope with such changes, (Lowry, 1988).

Incidentally, the period of occupational disengagement coincides with a period which generally heralds a gradual decline in physiological functioning. This throws up the multi-faceted problem of failing health, increasing social isolation, a decline in earned income, and a plethora of several other associated problems, which invariably precipitates the process of eventual breakdown, if improperly managed. The adjustments and family patterns that emerge following such changes as the last child is leaving home, the growing dependence of aging parents, the retirement of the husband, and the withdrawal of the family from previous levels of social involvement was the principal focus of this study. Specifically, the paper examined the adjustment patterns between male and female "retirees" highly educated and not too highly educated; rural versus urban residents. The study measured their adjustment patterns on a four index continuum of changing roles and the ageing family, husband wife relations, intergenerational relations, and grandparenthood.

In a discussion on the changing roles in the ageing family, Cox (1988) drew attention to four possible topical areas that would likely task the decision-making ability of the retiring adult(s). These will likely include whether to remain in their current home with its history and memories, or move over to a new home; remain in the same community or more over to another

community; remain active in current organizations, join new ones, or simply not be bothered by organized affiliations; finally try to locate near children and close friends, or simply seek activities satisfying to both husband and wife or participate independently.

Making these decisions is crucial to the manner and pattern of adjustment of the retiring adults. In the case where the retiree(s) are still in good health, it is assumed they can make such decisions for themselves, otherwise such decisions may become foisted on them by children, healthier spouses or even the government. However,, Orand, Henre Ha and Krecker (1992) reason that retirement as a life-course transition is only meaningful only when it is socially and temporarily situated in families, as well as in person's lives. Also Moen (1996) refers to it as the "dynamic interplay between family and personal events, retirement and well-being", hence placing retirement within the life-course framework of "an individual's prior occupational trajectory and ongoing situational and structural exigencies and opportunities".

On husband-wife relations, several studies have reflected a vibrant change as a couple progress down the human life path. Studies in the 70s and 80s, like Blood and Wolfe (1970), Pineo (1961), Feldman (1970) Feldman & Rollins (1970) all concluded that there was a gradual decrease in shared activity of husbands and wives from the beginning to the end, what Pineo calls, "marital disenchantment."

However, other more recent studies revealed that husbands seem to be much less affected by the state of the family life cycle in their subjective evaluation of marital satisfaction. Also that wives experience a general decrease in childbearing and child raring phase until the children leave home. Thirdly, it was found that for men, there is an apparent setback in marital satisfaction just before they retire. In other words, it appears that women experience more marital stress while child-bearing and raring, while the reverse seems to be the case with men.

Grand-parenting has emerged as a major issue in retirement studies and adjustment patterns, since most studies have revealed more retired people are becoming grandparents. Even a cross national survey revealed that from the United States, Denmark to Britain, greater percentages of older citizens were becoming grand parents (Townsend, 1988). In Africa, life-expectancy has gradually improved over the decades and coupled with the African traditional family style of communalism and early marriage, the presences of grand children comes a lot earlier in life, (mostly before the official retirement age in most countries, (65).

This indicates therefore a need to examine how the retirees will adjust to full-time grand parenting at retirement.

Among the issues that are likely to joggle for attention of the retired adults, and hence warrant the need for changing lifestyles are issues connected with loss of spouse, loss of children, contemplation of a second marriage (polygamy or polygyny) as the case may be. At the same time most social psychologists like Kassel (1988), Mckain (1969) argue that with the attendant occupational and social disengagement, the family becomes the single most important factor in the life satisfaction of the individual. This makes it imperative to examine this variable in the context of our present discussion.

Purpose of the Study

The main purpose of this study was to investigate the adjustment patterns and changing lifestyle among retired adults in Obudu Local Government Area, Nigeria.

The study specifically investigated:

i.   The influence of gender on the adjustment pattern of retired adults.

ii.   The influence of geographical location on the adjustment patterns of retired adults.

iii. The influence of educational level on the adjustment patterns of retired adults.

Hypotheses

i.   There is no significance influence of gender on the adjustment patterns of retired adults in Obudu L.G.A, Nigeria.

ii.   Geographical location does not significantly influence the adjustment patterns of retired adults in Obudu L.G.A, Nigeria.

iii. Educational level of retirees does not significantly influence the adjustment patterns of retired adults in Obudu L.G.A, Nigeria.

Methodology

Design and Sample

The research design adopted for this study was survey research design. The population of the study consisted of all the retired adults in Obudu Local Government Area, Nigeria. Purposive sampling technique was adopted in the sampling of 200 retired adults comprising of 100 male and 100 female drawn from the Local Government Area. This sampling technique was adopted because the retired adults could not be met in cluster and the instrument was administered to the adults just as they were found.

Data Analysis

Independence t-test analysis was adopted for data analysis. Results of data analysis in respect of the three hypotheses are presented in tables 1, 2 and 3.

Result and Discussion

Hypothesis 1

There is no significant influence of gender on the adjustment pattern of retired adults in Obudu Local Government Area

To test this hypothesis, independent test was applied to the data. The result is presented on table 1.

Table 1

Independent t-test analysis of the influence of gender on the adjustment patterns of retired adults in Obudu Local Government Area.

N=200

Gender	N	$\overline{X}$	SD	t
Male	100	14.76	2.91	
				2.25
Female	100	13.87	2.67	

Significant at 0.05, df = 198, critical t = 1.976

Results in table 1 indicate that a calculated t-value of 2.25 was obtained. This value was found to be higher than the critical t-value of 1.976 at 0.05 level of significant and 198 degrees of freedom. On the basis of this observation, there is a significant influence of gender on the adjustment patterns of retired adults in Obudu Local Government Area.

Hypothesis 2

Geographical location does not significantly influence the adjustment patterns of retired adults in Obudu Local Government Area, Nigeria.

To test this hypothesis, independent t-test was applied to the data. The result is presented on table 2.

Table 2

Independent t-test analysis of the influence of Geographical location on the adjustment patterns of retired adults in Obudu Local Government Area.

N=200

Geographical Location	N	X	SD	t

	N	X	SD	t
Urban	126	19.36	1.60	
				5.044
Female	74	17.64	2.66	

Significant at 0.05, df = 198, critical t = 1.976

Results in table 2 indicate that a calculated t-value of 5.044 was obtained. This value was found to be higher than the critical t-value of 1.976 at 0.05 level of significance and 198 degrees of freedom. On the basis of this observation, the null hypothesis is rejected meaning that geographical location significantly influence the adjustment patterns of retired adults in Obudu Local Government Area.

Hypothesis 3

Educational level of retirees does not significantly influence the adjustment patterns of retired adults in Obudu Local Government Area.

To test this hypothesis, independent t-test was applied to the data. The result is presented on table 3.

Table 3

Independent t-test analysis of the influence of educational level of retirees on their adjustment patterns of retired adults in Obudu Local Government Area.

N=200

Educational Level	N	X	SD	t
Educated	142	17.83	2.86	
				2.61
Uneducated	58	16.64	2.96	

Significant at 0.05, df = 198, critical t = 1.976

Results in table 3 indicate that a calculated t-value of 2.61 was obtained. This value was found to be higher than the critical value of 1.976 at 0.05 level of significance and 198 degrees of freedom. On the basis of this observation, the null hypothesis is rejected meaning that educational level of retirees significantly influence the adjustment patterns of retired adults in Obudu Local Government Area.

Discussion

It can be observed from the results of the analysis of the data collected in relation to the variable on the pattern and manner of adjustment between genders that males differ significantly from female in their adjustment patterns. It was found that males adjust more readily to retirement than females, and were seen to find alternative lifestyles a lot more easily than females.

Similarly, there was seen to be a significant difference in adjustment patterns between urban and rural dwellers while the urban dwellers tended to have more opportunities, and hence their rural counterparts had more limited opportunities for alternative lifestyles even though they found it easier to integrate into farming and other agro-allied activities as a result of greater access to land.

The educational level of retirees was also found to have a significant influence on their adjustment patterns as those who were classified as highly educated differed significantly from those who were not so educated. This could be explained by the fact of a correlation between a good education, and better life chances.

The implication of these findings can be viewed from various angles. For the planners of post retirement education programmes, social service workers governments and non-governmental organizations concerned with post-retirement

issues and even for pre-retirement adults, there is a lesson to be learnt from this study, a lesson that could enhance the capacity of all stakeholders to deal appropriately with post-retirement concerns.

Conclusion

Ageing and retirement are often discussed with some level of detached concern, hence making the subjects not a favorite for heated academic or political debates. However, the fact remains that the older citizens of today were the agile working population of yesterday, hence the need for governments and individuals to take more interest in issues of ageing and retirement, since invariably, such plans are made for one's own future and old age.

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Physical and Psychological Violence in High Schools, Teaching their Treatment

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Abstract

During the last two decades, educational reforms have had to do with programs, texts, achieving objectives, the new high school curriculum, M.SH and teaching models. A hidden issue, but more disturbing recent violence in Albanian schools. It is clear that violence prevails not only in school, but there is a lack of understanding as to the causes underlying this phenomenon, the impact it has on the lives of children and possible ways to tackle this problem, which affects thousands of students in days. Since the bullying day - the day of cases is increasing, so is the duty of all responsible institutions, to investigate this negative phenomenon. Measures to prevent adding professionalism, sound education and the right professional to advice on the youth and adults. Children do not lose their human rights by overcoming the threshold of the school. Thus, for example, education must be provided in a manner that respects the inherent dignity of the child, giving the child the opportunity to express his views freely and to participate in school life. Education should be provided in a manner that respects the strict limits on discipline and promote a culture of against violence in school. The talent is developed skills in the highest degree. This gifted child born should be supported to enable him to be great in science, art, social life, etc.. Should know the nature of the students and enable them cope with life's challenges. The choice of profession and career are two of the most important decisions for human life. Inadvertently and unconsciously through violence we enslave drowned talent and great scientist , famous artist, military strategist, I object to violence because when it appears and do good, the good is only temporary, and when it is evil, evil is eternal!

Keywords: Violence, defense system of children, law, education, teen dating violence, bullying

Introduction

This study builds on previous findings of many scientific materials and know their values. What I want to do through this study is to go beyond current information, to explore ways to further a comprehensive approach and existing activities.

I saw the need to review, gather, to consolidate and update the literature to my knowledge on this issue through group discussions, interviews, discussions with key informants and focus on the issue as it is seen by children reaching a good level of understanding as to the reasons that lie at the basis of school violence, which is an issue that has just begun to be addressed.

Violence against children is the worst form of violence and intolerable to a human being, and this phenomenon affects all societies, systems and countries, whether wafer, developing or developed, and is extended to family, school, road and society.

It is no accident that the United Nations has decided to schedule two consecutive days of remembrance and awareness for the whole world, 19 November - World Day for Prevention of Abuse and Violence against Children and 20 November - International Day for the Rights of Child "

What is the physical and psychological violence?

When exercising national and international laws to protect children?

Where should act Child Protection System, programs, education policy, civil society and the media to physical and psychological violence?

Why can't stop violence in schools, where we can send humans to the moon?

How much and how to treat physical and psychological violence in schools in teaching?

Definitios

   * Violence is defined by the World Health Organization as the intentional use of physical force or power, threatened or actual use of it against yourself, another person or against a group or community that either results in or is likely to result in injury, death, psychological harm, or bed development power.

* Violence matter of law the recommendations of the Assembly of the Council of Europe can be considered as a violation (violation) of the total of all human rights, the right to life, safety, dignity and physical and mental integrity and can take different forms, or more accurately, materialized in various forms, such as aggression or assault, sexual abuse and rape, and the thrill of deep threat or intimidation and should be considered by the criminal law as a criminal offense.

* Violence is deliberate action to force another physical or psychological means, subject to the interests, goals and desires one. (K.Grillo)

* Violence is verbal expression, mimicry or pantonomi; behavior or action, conscious or not, of one or more individuals, in one or more individuals, to control, oppression, punishment and alienation change to another personality . (A.Deva-Zuna)

Theoretical definitions of violence at school:

* Bullying is aggressive behavior with a view to cause physical or psychological harm to another within educational institutions.

• Bullying includes:

- hitting the hallways, calling names, intimidation,
- food and money hijacking, suicide,
- forms of sexual harassment,
- behaviors among children and adolescents,
- systematic violence

* David Mayers social psychology researcher points out that because of aggressive behavior that brings reward aggression.

* According to Mayers children whose parents punishment tend to behave aggressively with others. Parents aggression have a way to deal with things.

* Violent behavior in schools dealing with the situation where young people are among the three different cultures or codes of behaviour home-school - way.

General hypothesis:

Violence against children in schools in the last decade Peshkopi is growing and it represents a new challenge not only to the school management, but also a big problem family, ethical, social.

Auxiliary hypothesis

a. In our school there are all ways, types and levels of physical and psychological violence

b. Causes school violence:

F. physiological, cultural, academic, personality, school climate.

The object of study: High School Gymnasium Maqellara and "Said Najdeni" Peshkopi, Albania, "Remzi Ademaj" Prizren, Kosovo, "28 November" Dibër , Macedonia parents, teachers, doctors, psychologists.

Triangle cooperation between three actors: teachers, students and parents.

He manifests the existing situation.

Dotted lines indicate the current state of cooperation.

Contact is physically and uncooperative

Territory or personal space and unwillingness negligence action

If removed limits established an educational system safe against violence, teaching and learning and promising for the future.

Attitudes and beliefs about physical and psychological violence

First Position: physical and psychological violence, absolutely the most effective means of disciplining children.

The second attitude, physical violence causes many negative consequences on children.

Third position: violence can be positive effects.

The reasons for the use of violence against children

The philosophy of the benefit, which brings violence

Loss of self-psychology

The use of violence as an instrument of discipline.

Response to: disobedience, unrealized plans, lie, disagreement with one another, violating the rules, love, misunderstanding of the child.

Forms of physical violence

Use of violence as an instrument of discipline .

Disciplining children through the use of penalties is a known reality in daily life and scientific research .
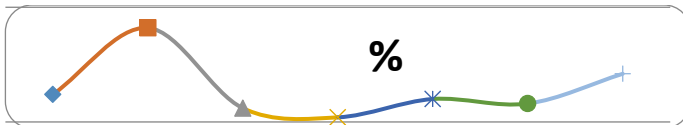
1.disobedience, 2.noise, 3.problems with grades, 4.excesses games

Violence is in response to disobedience

Violent teacher to give students lessons for their disobedience .

Discipline of students by legitimizing violence for violence disobedience . The abuser feels justified .Violence is in response to the non-realization of plans

Violence , which is used by teachers when a student has not academic outcomes .

Response to the violence lie

The violence of the occupation in response to each other pupils

Violence in response to love

Violence in response to misunderstanding

Consequences of violence against children

Consequences of physical violence on children

First conclusion : physical violence causing obvious physical

 Teachers , parents and children in mass claim that violence obvious physical consequences : pain , certain injuries , and signs that remain after healing of injuries , , loss of physical abilities . Reports of fatal violence lacking.

 consequence of the violence is frequent bruises , bleeding , dizziness and loss of feelings .

 Physical violence is intertwined with violence and bullying psychological . Effects associated with severity of physical injury and the manner of its exercise .
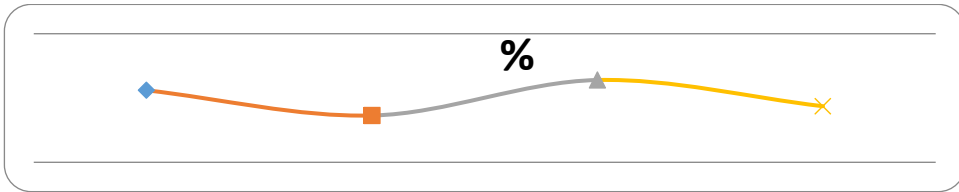
1.dizziness, 2.unconsciousness, 3.bruises, 4.bloodshed

Physical Effects

Second conclusion : Violence psychological consequences

Consequences affecting the overall level of emotional functioning of the child .

Consequences that affect child development opportunity

Cultivation of violent behaviour

Third conclusion

Teachers and parents are more aware of the physical effects than psychological consequences of violence against children . Physical consequences are visible and they promote feelings of repentance to users of violence . The awareness of the consequences of psychological violence is very low . Psychological violence is tolerated and its effects underestimated .

3 . Thought about suicide as a result of violence
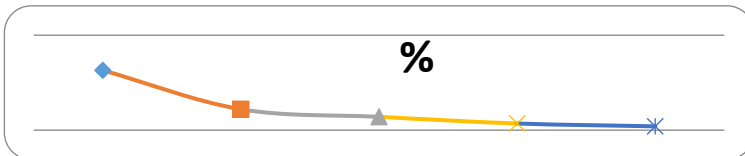
1.never 2.once 3.twice 4.thrice 5.over three times

 Schools are considered safe environments . We have made the difference between the perception of security and real security .

Real is real safety risk measures / no risk in school .

Security is a personal perception of the level of safety at school
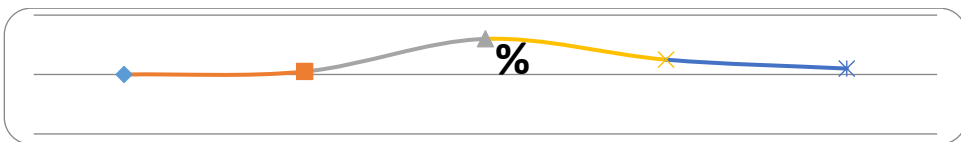
1.very safe,2. safe, 3.neither safe nor unsafe, 4. unsafe, 5.very unsafe

4 : Level of safety at school as perceived by students

Perpetrators of violence

   Teachers teaching staff are the ones that most often violate students both physically and psychologically .

Teachers rarely hunt , but have much stronger shock than teachers . Teachers exert more violence against schoolgirls that to students . Teachers violate more students than female students .

The severity of violence .

Some forms of physical violence are : assault with a punch to the head or body , forced collisions , collisions with the object , ...

Severe forms of physical violence used as the boys and the girls . However it is used more for boys .

Forms of bullying : stripping off , negative grading as punishment for bad behavior , slurs , nicknames , epithets , curses . It is used more to teachers and students .

Alternative forms of disciplining children

 Keeping Rampage

 The transfer of the child from a booster environment in a less amplifier .

 Awards

 Removal of privileges

Cooperation trinomial teacher -student - parent to child positive change is minimal .

The prevailing trend of teachers attacked the child , who demonstrate problematic behavior rather than problematic behavior .
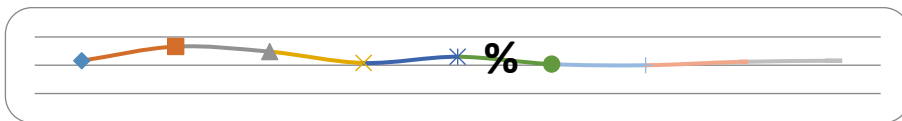
1. director, 2.teacher, 3.the parent, 4.psychologist,5. friend, 6.person himself

5 : Frequency of people have problems when run

Forms of bullying

About 60 percent of the population are Internet users. Facebook has 1.3 million users, or in other words more than 78% of the online population are active in social networks. If we analyse the data for the age of social networking users, it turns out that most of them are young people under 24, under 18, so 15% are 15-17 years and 6% at age 13-15 years.

Increased aggressiveness seen higher in boys aged 14-18 years.

14% engage in "Teen Dating Violence"

Children should be educated in order to protect them.

Internet-violence is to model behavior and way of thinking. It increases the level of verbal and nonverbal aggression, beginning to manifest to other children or young peer

Media treats the phenomenon of violence that is used against children in episodic. It has left without cover more moderate forms of various types of violence against children and is interested in severe forms. In many cases, the print and electronic media has treated this phenomenon without observing professional ethics, so noisy and profit.

SWOT Analysis

Options

Cooperation with associations, lifelong learning, licensed teachers, the school culture, the new high school curriculum .. professional potential, motivation of staff, education reforms, strategic plans, no ethnic discrimination, the school self-evaluation, ...

Limitations

 Centralism AEM-RED-school, lack of psychologists, social administrators and security personnel, lack of activities, student government dysfunctional, untransparency , ... Lack of Child Advocate, incongruity traditional teachers, lack of information, lack of students in decision-making, and lack of training misuse their recently untransparency, ...

Achievements

Child code, public agencies reporting, psychological services, security personnel and psychologists, school uniforms, ...

Risks

 Lack of facilities, poor success, abandonment, asocial and antisocial personality.

Conclusions

The absence of national legislation, national policies and structures consolidated.

Lack of readiness among professionals to talk about violence against children.

The low level of reported cases of violence due to weaknesses in the child protection system. Clear differences between sectors in terms of identification, registration, reporting and referral of violence. Low scores on tests of MH.

Recommendations

Commitment and action to strengthen national and local levels.

Prohibit any kind of violence; all violence against children and prioritize prevention. To promote non-violent values and awareness raising.

To increase the capacity of all those staff who work with children.

Provide social services, psychological and counselling.

Establish reporting systems and services accessible and tailored to children.

Ensure participation of children.

Television is not a "baby sitter" - child care.

Society to be protected and not be influenced by material found in the media and Internet.

Reducing virtual time extracurricular activities for a real product.

Reformation of the school's mission: education and social role.

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Defining Financial Strategies of an Enterprise at Times of Crisis

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Abstract

Numerous crises through history have showed different effects on economies, from ones tied to monetary expansion in Great Britain in 1825 to crises caused by oil shocks in the 1970s and 1980s. Every one of those represents contraction, a downward trend in business cycles, which by its features is never the same. With every crisis, and especially the latest one (from 2008 until today), it was observed that business cycles are appearing more often, last longer and have more severe consequences on the economy. Therefore it is of special interest for financial markets and enterprises, which obtain their funds on them, to analyze business cycle movements and creating the appropriate business strategy and financial structure. The readiness of enterprises for the downward phases of the economic cycle, followed by the changes in the financial sector, should be defined by appropriate business strategy. Business cycles for enterprises represent a test of their strengths and weaknesses. A large portion of enterprises after the current crisis will no longer exist, but those which will successfully manage their financial structure, following the business cycle movements, will be ready to enter another period of growth and development. In the frameworks of this paper the structure of financial markets in Croatia is researched as well, as a result of the transition process, through which we got a larger choice of modern forms of financing and investment. The existence of an appropriate number of financial instruments needed for creating supply on the financial and capital market tends to follow the development of needs on the domestic business, private and public sector. Although modest, the domestic stock market shows the ability of creating wanted effects during investing, and special attention require public offers for buying stocks.

Keywords: Crisis, Business Cycles, Financial Strategy, Enterprise

Business Cycles – Theroies, Variables, Predictions

Interpreting business cycles comes down to oscillations in national production (including reduction of employment, etc.) what results in crisis, usually of specific sectors. Regardless of the differences in certain theories, changes in certain key variables, as well as predictions of business cycles, it is possible to predetermine future situations on the economic and financial market, and also the position of a certain enterprise – regarding the circumstances in the financial market, condition of financial burden of the enterprise, and future returns. The correlation of business cycles and cycles of the enterprise is undoubted, since it is a cause-and-effect relationship.

Theories of business cycles

The formation of business cycle theories began during the 1825 economic crisis and from the beginning they were followed by different thoughts of economists (Mitchell, 1928:3). The different attitudes became more obvious as more and more economists were included into the discussion. For example, Marx (2009:85) thinks that the capitalistic production for many reasons goes through different periodic cycles, going from standby, growing recovery, progress, satiation, crisis, and stagnation, while Samuelson and Nordhaus (2005:468) define business cycles of the economy as omnipresent fluctuations in the total national production, income, and employment that last from two to ten years and are characterized by wide expansion or crisis most of economic sectors. Pushing each cycle are two basic phases – expansion and recession, which alternate each other, but we should acknowledge the fact that not every cycle is the same by its duration and effects. Romer (2006:174) thinks that the basic feature of fluctuations is that they do not occur under any simple or repeating pattern, and phases of business cycles can be encouraged by different economic conditions, technological innovations, and political changes that lead to a unsuspected twist in monetary or fiscal policy.

Variables of business cycles

The complexity of influences is expressed by simultaneous actions of a large number of factors that affect the aggregate supply and demand. Since the interaction of aggregate supply and demand form macroeconomic variables like real GDP, employment and unemployment, price and inflation, and foreign trade, this interaction affects the formation of business

cycles (Samuelson and Nordhaus, 2005:415). Sudden changes in the direction of these variables can occur for a number of different reasons and represent the unpredictability of business cycles characteristic for market economies. Thereat we differ between external (exogenous) and internal sources of business cycles. Exogenous sources form outside of the economic system (wars, scientific and technological discoveries). Internal sources are created by mechanisms within the economic system. According to this approach every blossom births recession and crisis, and every crisis brings recovery and expansion in regular periods that are repeated (Samuelson and Nordhaus, 2005:469-470). Such principles of business cycle movements always represent new conditions to which they have to adjust.

The existence of different business cycle theories, there are different variables that affect them. Thus differ cycles that form due to shocks of aggregate demand and effects of the multiplier-accelerator model, expansion and money and credit crisis, price and labor supply movements, productivity shocks in a single economic sector, and aggregate supply shocks. Keynes (1987:181) refers to such variables underlining the basic characteristics of a business cycle, mostly caused by fluctuations in marginal efficiency of capital with the needed fluctuations of investments, interest rate movements, and changes in the propensity to consume that leads to fluctuations in employment. Accordingly, we can conclude their actions are related to financial market cycles, credit cycles through which businesses go through in their operations, like their investment, production, and life cycles. Changes in influential variables of business cycles create a need for a continuous tracking of participants in economic activities.

Predictions of business cycles on the financial market

Every movement of the financial market affects it on two levels – macro and micro level. Mendoza and Terrones (2008:2) in their paper review the credit expansion on those two levels. Macroeconomic data show a systematical relation between credit and economic expansion, rise in real estate prices, growth of external deficit and exchange rate management. Microeconomic data indicate a strong connection of credit expansion and financial structure of an enterprise, its value, external sources of financing, and indicators of banking sensitivity. Undoubtedly, on the financial market, there are cycles that affect the overall macroeconomic business cycle. Although the formation of these cycles cannot be completely predicted, there are predictions regarding future returns, as well as expectations. Bacchetta, Mertens, and Wincoop (2009) have determined there is a significant predictability of returns on the international trade market and the stock and bond market. Also, they determined that on a market where returns are hard to predict, on the money market, it is also not possible to predict errors in predicting. Therefore the predictions of returns on financial markets are tightly connected to explanations of prediction errors. Predicting financial market movements also depends on monetary policy created by the national bank. Interest rate movements that determine capital availability and investment realization completely depend on policies of these institutions. Thus, justifiably, measures taken by national banks are closely watched because they potentiate future economic movements. It is hard and basically impossible to take into account all macroeconomic long-term and short-term variables that influence financial movements. But, it should be kept in mind that the legalities of financial markets are subordinated to their purpose to efficiently allocate savings to end users – enterprises, state, and population. The latest economic crisis, according to its symptoms, was hard to predict on certain national markets. Surprisingly, it successfully moved from USA onto the world economy. Longtime globalization and liberalization of international economic sectors took its toll and partly made such chain reaction possible. During the recession economic conditions were violated, security and faith in markets is lost and they become unstable. Constant changes in interest rates, reduction of spending and production completely change the investment and business policy of all participants of the financial market, especially those of enterprises. In order to predict such movements it is important to highlight that, besides the business cycles, there are cycles within the financial market itself. We can talk about credit cycles (Mullineux, 2002), implying increases and reduction of the will to borrow, that maintains cyclical movements of the interest rate forced by the monetary government and which is connected to business or economic cycles.

Business cycles and cycles within an enterprise

Like macroeconomic and credit cycles, within an enterprise certain cycles are also occurring, but on a micro level. We can talk about production cycles, time cycles of stock turnover, generally about the days of short-term and long-term asset turnover, sales cycle, and, in marketing, the life cycle of products is constantly being analyzed and measures are taken for its survival. These cycles have their laws, and sometimes, as is the case with the life cycle of an enterprise, they coincide with macroeconomic cycles. Life cycles of an enterprise can be prolonged through a strategy of merging and annexation, by widening the market segment, by building better relations with consumers and encouraging consumption through a thoughtful price policy. Overall, an enterprise, within its organization, can implement cost reduction policies (by closing non-profit business sectors or product lines). However, even those measures cannot provide security of continuous operations and maintaining liquidity.

In long-term, what can contribute to survival in times of crisis are basic changes that form by using new technologies, scientific and technological development, using intellectual and renewable sources and innovation (Sadtchenko, 2005). Of course, all enterprises are under the influence of macroeconomic movements, especially long processes of liberalization and integration, but we cannot forget the influence of enterprises as economic units on the economic environment, and the activities of their production, investment, and other cycles.

Role of Expectations on Financial Markets and Correlation with Economic Fluctuations

Expectations are tied to all markets, and since the current crisis began on the financial market and left the biggest consequences on it, it also deserves special attention – especially in times of announcing global economic recovery, or rather the beginning phase of a new business cycle.

In previous years economic growth unfolded in the context of a lower price of capital, rising confidence in financial institutions, growth of available external sources of financing, and growing value of collateral. Today, a question of sustainability of that process arises. Expectations on financial markets are significant in predicting and creating future economic environments. They are an economic phenomenon and are a subject of discussion of all great economists like Keynes (1987), who looked at them as determinants of production and employment. In developed financial markets expectations are mostly tied to movements of stock and bond prices. Therefore, expectations firstly are dependent on the level of development of a national economy and associated financial market, general macroeconomic variables, monetary and fiscal policy of a country. Expectation is an indispensable companion of every business investment. Expectations, or, as they are often called, speculations, are characteristic for investments in market economies. They are tied to risk of investors and their endeavor to realize the option in which the risk will be smaller. Samuelson and Nordhaus (2005) say risk refers to variability of return on investment. Unfortunately, investments with a low level of risk bring a low rate of return. Some investors invest based on data from financial reports of enterprises, while others try to decipher the psychology of the market and create adequate expectations. Such behavior is present in conditions of economic growth when positive business movements make securities of enterprises, state, and financial institutions very attractive for purchase. Often investors disregard logic because of panic caused by speculation, after which comes the disappointment because of a drop in value. When such psychological hysteria covers the market, they form so-called bubbles and breakdowns (Samuelson and Nordhaus, 2005:522). Sometimes worthless stocks (because of future expectations) get new value. Such movements of stocks are rational speculative bubbles, which means financial investors can act rationally as long as the bubble is growing. Investors holding the stocks in the moment when the bubble bursts (suffering great loss) can be rational if they realize there is the possibility of a breakdown, but also that the bubble will continue to grow. In that case, they could sell their stocks at a higher price (Blanchard, 2005:326). Causes of forming such bubbles depend on the type and activities on the market. Mulineux (2002) thinks that business cycles in Japan, South Korea, Southeast Asia, and USA arise because of excessive investment into plants, financial assets, and real estate markets – what leads to the creation of bubbles. Positive expectations sometimes significantly contribute to creation of additional positive conditions in the phase of economic, and therefore financial expansion. If they are severely expressed by excessive investment, they can create bubbles that do not reflect the real state on the market. Before the symptoms of recession, expectations can point to that by noticing certain negative movements, which would usually be disregarded. In the current phase of global economic crisis all expectations are directed towards a quick economic turn that leads to growth followed by financial recovery. Such expectations already create additional effects for business activities that would appear in the phase of growth.

A number of factors can form expectations on the field of finance and they are not characteristic just for certain investors. Institutions like national banks, brokerage firms, investment funds, and private investors are looking to predict future movements in order to plan its investments. According to Blanchard (2005) one of the basic features of expectations is creating whims that cause deviation of the stock price from their intrinsic value. Within it, the basic question of the theory of expectations on financial markets is contained: "In what measure can stock price movements be attributed to a rise in intrinsic value of a company's stock as a result of its good operations?" How important are expectations of market participants in modern macroeconomic and business analysis says the fact that even psychologists are dwelling with the hysteria or panic on the market caused by good or bad news. Market regulation enters deep into the socio-economic area and understanding of human development in order to understand market activities better (Urban, 2008). Unlike certain economic variables that can be safely managed, expectations do not fall under economic legalities and present "an element of surprise". From the macroeconomic level they create positive and negative effects like speculative bubbles that (if they last) can lead to significant contractions in the business cycle. An example of natural compatibility of new information that can affect expectation and the market is showed in the model of market efficiency. According to certain comprehensions expectations on efficient markets will not have an effect until they are proven correct and coincide in time with an element of surprise or information on the market. Even then there is a possibility of sudden changes that cannot be foreseen. Such changes are hard to implement into expectation mechanisms on the market. However, for the expectations not to be taken

as plain and negligible guessing, numerous institutions and enterprises implement them into their own business policy. An example of implementing expectations into some mechanisms is predictions of the central bank of how a certain measure or operation will reflect on the market. It is impossible to completely neglect the influence of expectations on any market, because future business and investment policy depends on it. Analogously expectations must be an integral part of business and investment strategy of every individual, enterprise, and the entire market.

Development of financial markets is conditioned by ability of capital to move freely and to create a needed security of return on investment. Flow of capital on the financial market, because of influences on economic growth and development, are followed by appropriate fluctuations of that market. According to Van Horneu (1997:551) the purpose of financial markets in an economy is to efficiently allocate savings for end users. For this purpose a number financial intermediaries like banks, insurance companies, pension funds, mutual funds, and resellers of financial instruments like mortgage loans have been created (Samuelson and Nordhaus, 2005). Some flows or transactions go directly to financial markets, while others go through financial intermediaries. The financial market represents locations, individuals, instruments, techniques, and flows that make mediation of cash surplus and shortages, or money, capital, and foreign currencies. Underdeveloped financial markets are reduced to deposits, loans, and banks. Developed markets have an abundance of financial instruments, diverse financial institutions, complex financial techniques, and numerous financial flows. In practice there are numerous markets: stock, bond, state securities, loan, option and future markets, credit card receivables market, leasing operations, export receivables. Together they form a unique financial market (http://limun.hr/main.aspx?id=17065). Financial markets, intermediaries, and instruments form a financial system whose basic function is connecting savings and investments of following sectors (Van Horne, 1997:553): 1) households, 2) non-financial enterprises, 3) states, and 4) financial institutions.

The importance of business cycle influences manifests in four basic functions of the financial system (Samuelson and Nordhaus, 2005:503): 1) transfer of resources through time, sectors, and regions, 2) economy risk management, 3) collecting and sharing cash funds, and 4) execution of the clearing role. Without these functions there is no possibility of economic growth and development and therefore they are the foundation for performing business cycles. Funds on the financial markets are not always available to the same extent because of different division of money supply in national sectors, from state and enterprises to banks. Banks as financial intermediaries that supply enterprises, investors, and state with money, by getting loans or buying government bonds, depend on the supply of primary money that is controlled by the central bank. According to Blanchard (2005:86) with such control, a balance between supply and demand for primary money is achieved, which, in final, affects the interest rates. The ability of the central bank to form interest rates is only one of the elements that influence the business cycle in which is the economy. By creating general conditions for business bank operations on the financial market, the central bank, though them, forms interest rates and loan availability. For economic fluctuations it is important for such operations to have an end effect on the aggregate demand that, in interaction with aggregate supply, creates favorable or adverse conditions on real production, employment, and inflation. Operations of financial institutions and the national bank can be encouraged by a government intervention. If such intervention is not in accordance with the natural business cycle formations, it can cause anti-cyclical movements of macroeconomic variables like price level, production, and unemployment (Friedman, 1992:47). Modern financial markets ensure attractiveness with numerous financing options, investment options, and banking services that are continuously developing. Risk management that follows such activities depends on insurance mechanisms without which negative consequences for investors could occur. Since a certain level of risk always follows investments, a special consideration is needed for those risks that come from a downward phase of a business cycle. Additional conflict in business cycle operations and functioning of the financial market comes because financial markets in the capitalistic economic model enjoy a certain level of unlimited time in the form of speculations regarding future investments and returns. Efforts of financial markets to ensure long-term positive effects sometimes overlap with downward phases of the economic cycle. However, even on these markets there are ups and downs, so we can speak of cycles of financial market activities.

The Role of Financing and Influence of the Business Strategy on (Financial)) Sustanabity of an Enterprise in Times of Crisis

According to Gulin (2009:329) money management is one of the most important functions in times of crisis. It is largely tied to the business operation financing strategy, but it depends on the realization model and strategy as well. It is impossible, in times of crisis, to completely leave this strategy to the CFO, but rather the question of financing and money management is an obligation of the whole management team.

If we start from the basic assumption is a unique financial system then its sources of financing are looked as a base on which this system rests upon. Finances are crucial for: 1) founding the enterprise, 2) current operations, and 3) enterprise development.

Enterprises in Croatia, for achieving said functions, have different forms of short-term and long-term sources of financing available, which can be realized from own or someone else's sources. Also, we differ internal and external sources. Therefore, in the area of own external sources, a dominant forms are issuing securities like stock and bonds, and short-term and long-term borrowing of funds from the banking sector. Of course, when issuing securities, a company must take into account the real market value and business position of the company. Attractiveness of issued securities depends solely on these elements. Except from regular operations of the company, sources for financing growth and development can be achieved by borrowing someone else's capital, most often from banks. One should bear in mind the golden banking and balance rules of financing, which are the basis for long-term stability of the financial structure of every enterprise (Marković, 2000). About the importance of the relation between own and other's sources of financing, speaks the fact that growth of the company will depend on it. Excessive use of other's funds like bank loans requires larger payments in the form of interests. Interests are an expense that reduces future value that is expected by investment realization. Depending on the relation of own and other's sources of financing, enterprises can choose between (Gulin, 2009:329): 1) balanced, 2) slower, or 3) faster growth than balanced.

Required funds can be realized in the form of long-term and short-term bank loans, which, for their issuing, set certain conditions, like creating and proving the sustainability of the investment program. Company's need for money condition the business activity in the banking sector and makes the largest portion of their activities of issuing money funds, next to loans to individuals. The ability to ensure the right amount of credit mass, where banks only have the role of intermediary, for the business sector depends on the monetary policy, which is formed according to the activities of certain macroeconomic variables in every business cycle.

At times of a downward business cycle phase (due to reduced demand and difficult access to banking market funds) companies are encountering a problem of financing and maintaining liquidity and solvency. Basic problems with which companies are encountering as a consequence of the current crisis are (Osmanagić-Bedenik, 2003:12):

1. Maintaining the ability to pay obligations at any given moment (liquidity principle)
2. Achieving minimal profit or at least meeting the expenses, therefore avoiding unbalanced or excessive losses
3. Creating and maintaining enough success potential

All three factors point to a significant problem of financing in times of crisis that includes the overall liquidity of the company. Popović and Vitezić (2009:425) define liquidity as the ability of unobstructed operations of the business process and meet obligations, which is a special problem of every enterprise in times of financial crisis. On one hand, the company is trying to prolong the payment deadlines for buyers, while, on the other, suppliers insist on a timely collection.

In a recession financially compromised companies get a new basic business goal – survival. Loss of income caused by a lower buying power of consumers in times of crisis is the basic problem of every company. This is when economic conditions change quickly, and previously set business goals of the company are questionable regarding their realization. Insisting on keeping the same financial and strategic pre-crisis structure of the company in times of crisis would mean its quick failure. Therefore, the ability of the company to adjust its financial, organizational, and managerial structure is a determining factor for its survival. The nature of business cycles in a company imposes a need for constant change through which consistency and durability of strategic goals is removed and they can always be reevaluated and improved. Every activity of management in times of economic crisis must be directed towards the future. Predictions and expectations regarding economic recovery must be built into the business decisions. Turning the situation to your advantage in times of crisis is not easy, but there are companies that will base their future growth on radical decisions made in times of crisis. Previously mentioned endeavors of management are a higher level of management in a company, which is called change management. Making changes is necessary, but not enough to ensure future success. Dujanić (2004) emphasizes that changes are needed in order for the company to refocus, reposition, rebuild, reorganize, and think of future operations and development. Competitiveness can solely be achieved by competing and future success of the company will depend more on the differences and readiness for future changes. Such strategic commitment must be strongly backed by an appropriate financial strategy of the company, even in times of crisis. In order to keep a desired level of liquidity in times of crisis enterprises must timely and successfully: 1) rethink short-term and long-term financing and business strategy, 2) ensure steady and reliable suppliers, 3) keep and build relations with customers, 4) estimate risks and manage them, 5) reduce unnecessary costs, 6) find new sources of financing within the company (managing money flows).

A large number of enterprises, in order to avoid crisis situations, seeks to implement predictions and expectations regarding business cycles on the financial market into their own business strategies. There are mathematical and econometric models that enable companies to predict crisis based on certain indicators of financing like Altman's Z-factor (Popović and Vitezić, 2009). Such models are especially significant since they are based on the values of financial indicators of a company that could be influenced by the financial crisis. Unfortunately, for most companies, predicting downward

phases and big macroeconomic crises like the current crisis is hard and they cannot protect themselves on time. In normal circumstances enterprises would focus most of their operations on ensuring survival because they are not ready for such conditions. This does not mean that the company is quitting market competitiveness and its market segment, but rather the opposite. It must invest additional efforts to ensure their sources of income in order to survive the hard times.

Managing internal activities in a company in times of crisis is of key importance. According to Kropfberger (2009) unpredictable influences of the environment represent only 20%, and internal problems in an enterprise 80% of crisis cause. They are: 1) insufficient capital, 2) insufficient cash (liquidity problem), 3) mistakes and incompetence of management, 4) obsolete product without innovation, 5) non-competitive cost structure and insufficient cost management.

Good financial manager will know to recognize favorable capital market conditions and get the company the much-needed funds at favorable conditions. A special task is presented in times of recession, like the current one, when managing the company's money flow is of vital importance for its survival. Loss of income due to a reduced purchasing power of consumers in times of crisis is the basic problem of every enterprise. Situation is further worsened in companies that with quality financial management in the past did not achieve positive effects of investments. There are a large number of companies that by investing into the capital market achieved bad financial standing that are due in times of crisis. It is logical that in times of crisis business environments and economic frameworks are changing and previously set business goals of the company are questionable regarding their realization. Insisting on keeping the same financial and strategic pre-crisis structure of the company in times of crisis would mean its quick failure. Therefore companies must adapt their organizational, financial, and management structure which is key for their survival. The nature of business cycles in a company imposes a need for constant change through which strategic goals must always be reevaluated and improved.

In times of recession survival of the company is set as an additional short-term or medium-term objective (depending on the length of the crisis). Importance of harmonizing business strategy defined by mission and goals of the company with financial strategy is the basic key to success. Financial manager must know how to successfully back quality business activities of managers with quality funds on all hierarchy levels. A quality financial manger in case of bad decisions of the chief manager will know how to balance the loss and the gain. For all enterprises the function of controlling, often performed by financial managers or the director, is of great importance. Good basic elements of controlling enable that the of company management efforts are successfully focused on achieving set goals. As in other business functions, marketing seeks additional efforts (especially for keeping consumers, and attracting new ones) in times of crisis. Quelch and Jocz (2009) emphasize that there are no two identical business crises and each demands the use of different marketing measures. During recession consumers reduce their consumption, income of the company drops and that is why it needs to cut costs, reduce prices, and postpone new investments. However, cutting costs on marketing might prove to be a mistake. Stopping investments into company brands and consumer need research in the long run could endanger business.

Said endeavors of management are part of a higher level of management in an enterprise, which is called change management. Predicting future economic conditions fits into main determinants of the company's strategic policy. Financial crisis does not only seek changes of the financial structure, but the overall organization of the company and its business policy. A crisis is a chance to make changes that are necessary for the company, and remove weaknesses that, under normal operating conditions, would not be noticed. Dujanić (2004) emphasizes that changes are needed in order for the company to refocus, reposition, recover, reorganize, and think of new operations and development. Competitiveness cannot only be achieved by competing, but also by readiness for future changes. Such strategic commitment must be argued by an adequate financial strategy of the company – even in an economic crisis.

Effects of Bisiness Cycles and Expectations on the Croatian Financial Market

The structure of the financial market in Croatia is a result of a transition process through which a greater choice of modern forms of financing and investment arisen. Existence of an appropriate number of financial instruments, needed for creating supply on financial and capital markets, seeks to keep track with the development of needs on the domestic private and public sector. Although modest, the domestic securities market shows desired affects with investments, and special attention bring public offers to buy shares.

Movements of the domestic financial market are currently revolving in the conditions of a downward trend of the global business cycle. It should be emphasized that the domestic financial market does not have the characteristics of developed western financial markets; it is medium developed and in the frameworks of available financial instruments is not lagging behind other European markets. Financial market, especially the banking sector, offers a number of financing options to all domestic economic entities.

In accordance to Croatian government policy, in which the backbone of the economy is free entrepreneurship, the banking sector offered appropriate forms of financing this sector. Crediting of small and medium entrepreneurship has been

contracted with most domestic banks and financial institutions. The importance of such financing comes from the fact that small and medium entrepreneurship has been promoted as the foundation of domestic economic growth for years. Every entrepreneur in the beginning of its operations must invest certain funds into the business he is starting. If he does not have his own funds, he will have to borrow it, because he will not be able to start a business project and contribute to creating a greater national product. Therefore, the role of loan banks in forming global business cycles through encouraging economic growth is undoubted.

Also, it is necessary to consider risks included in credit exposures that can realize at the bottom of the current business cycle and create additional negative consequences. In order to understand the influence of the banking sector on business cycles, it is important to understand the term financial accelerator. Mishkin (2008) states that the problems on the financial market can overflow onto wider economy and have negative effects on production and employment. Negative effects on production and employment will have a rebound effect on prices of assets and, in a way, create a closed circle in which financial problems will limit economic activity. Such situation leads to higher uncertainty and increase of financial problems, as well as a decrease in macroeconomic activity. In scientific literature this phenomenon is called a financial accelerator, which is connected with the process of credit growth, and its movements in the opposite direction can have negative consequences on loans, and also business cycles. The key elements of financial accelerator actions are income and expenses (spending) of households and companies, since assets and funds with which they have represent insurance in case of failure to settle its liabilities.

Graph 1.**Sector distribution of bank loans in Croatia**
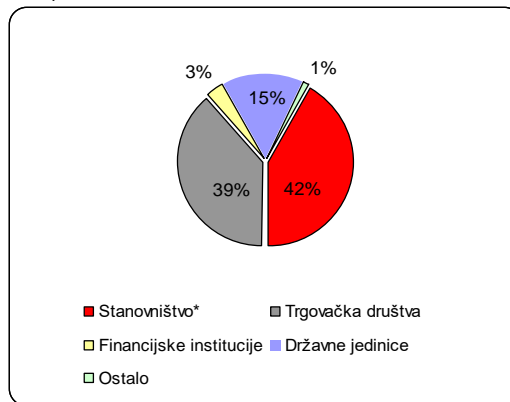
Source: Croatian National Bank, Standard presentation format, 2. Trimester 2014

According to Graph 1 households and companies are the biggest users of distributed bank loans in Croatia (on 31st of December, 2013). By placing the largest portion of money funds to the population (42%) and companies (39%) domestic banks ensured a basis for keeping further domestic spending, although in a smaller amount. In reflection, in 2005 the population got 49,7%, and companies got 39,9% of loans (HUB Analysis, 2007). Financial accelerator of domestic business cycle reflected the reduction of prices of assets with higher interest rates on housing loans, and therefore decreasing the demand for real estate and activities in the construction sector, thus contributing further slowdown of the national economy.

When analyzing the effects of the crisis on the Croatian financial market we need to differ the American and European character of general financial, and then banking market and securities market. In USA it is based on very developed trading of securities on capital markets. In Europe, as well as Croatia, the credit character of the market is more developed in regard to the needs of the civil and business sector. Expectations regarding the domestic securities market refer to the companies whose stocks are traded on the stock market, but also the credit terms of banks regarding future investment options. However, besides the movements in securities value on the market, of key importance is for every company on the credit market, as a part of the financial sector, to have access to needed investment funds. Thus banks in the domestic financial system are important intermediaries that, with availability of funds, decide the rhythm of performing economic activities.

Reactions of the Croatian financial market to the global economic crisis are tied to operations of foreign bank branches. Happenings in their European centers influenced the credit policy of these branches in Croatia. When the possibility of bankruptcy of numerous big European banking groups became very certain, European governments made different possibilities of nationalization. Today as well, government assistance to foreign banks enables them to survive the economic

crisis. But, besides, branches of those banks in Croatia result in multi-year business results with significant profits and despite the recession, they operate more or less very good or excellent. This is an indicator that the Croatian banking market is still profitable and, accordingly, should be interesting to investors – even in times of recession.

The most severe reaction (for citizens and enterprises) in the banking sector was an increase in interest rates, what reduced the available incomes and potential gain. On the other hand, such increase in interest rates is a great source of business results of banks.

Graph 2. **Average active interest rates of banks from 1999 to 2014**
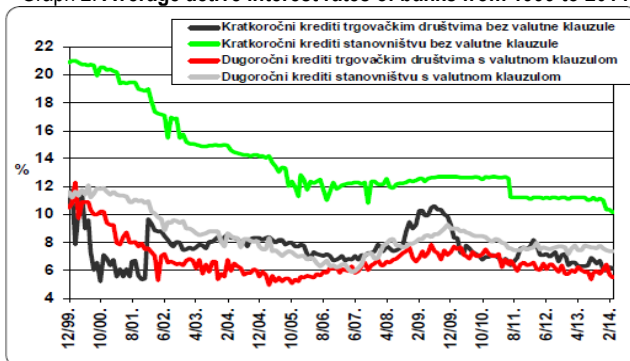
Source: Croatian National Bank, Standard presentation format, 2. Trimester 2014

Graph 2 shows the movements of bank interest rates in the period from 1999 to 2014. Trend of increasing interest rates is present from the culmination of the global crisis in October 2008. It is necessary to show the differences that exist in interest rates of the domestic capital market and those used in the Eurozone (see more: Dragojević Mijatović, 2009). Such movements put domestic economy into a non-favorable position in reflection to economies of the European union since higher interest rates decrease their competitiveness.

Higher interest rates also additionally decrease the income of every indebted citizen in a financially hard period. This is especially reflected in constant rebalancing of the state budget, which significantly influence the available income of those employed in the public sector. Reduction in income of a large number of citizens and a questionable sustainability of state could create negative reactions on the banking market. Enterprises, as well as a large number of citizens, decreased their spending to a minimum. Unless there is growth and development, there will not be a need for investment, and no need for eventual borrowing of funds in the financial sector, especially for enterprises. In Europe, at the height of the crisis, a strong wave of instability and crashing of banks and funds is expected, just like in USA. In that order, there would be a transfer of negative consequences to smaller markets, like Croatian. One of the basic reasons is dominance of foreign bank branches on the domestic financial market. However, it is confirmed that the domestic banking sector is stable even in times of crisis. It is to be expected that money mass management will strongly influence the credit mass, which is a question of monetary policy implemented by the central bank.

If we are talking about activities outside of issuing loans, significance has the securities market. Unlike developed capital markets, the domestic one has low liquidity expressed with the value of turnover on the market. Despite positive movements, an obstacle to further development is still a relatively low liquidity of the market. It is manifested as a lack of stable and high daily turnover, existence of illiquid stocks, and ability to influence the price. Unlike ours, developed capital markets are characterized by high liquidity that enables large transactions with a very low influence on the price. Unlike the developed financial markets, we need to also differ the needs of domestic users of numerous financial instruments. In Croatia there is a large number of companies trying to gain their market share with their products and services. Unless these efforts have enough own funds, they use someone else's. Further growth and development will change their organizational, business, and financial structure so their financial needs will be different. If companies ensure their success by issuing their own stocks, they can become very active participants of the capital market, according to their own business, organizational, and market level of development.

A downward trend of the economy received a boost even with the crisis of state budget in which the lack of funds led to many restrictions in the public sector, and therefore in other sectors of the economy as well. Since the expectations on the domestic financial market do not have the character and the nature of those on developed markets, they are watched in the sense of investment policy of the subject that are taking funds for that purpose. Expectations of citizens and

companies in Croatia are focused on movements of interest rates in the banking sector, since every expense is further analyzed. This is especially emphasized in times when private and business incomes are decreasing. With highly indebted companies the movements of the interest rates on large loans literally decide about their liquidity. Even though there are differences in functioning and behavior between financial sectors of USA, European union, and Japan in views of ways and areas of investment, the latest crisis, because of its global character, had even influences on their markets. A quick and permanent drop in value of securities on the market followed by a drop in production and demand caused losses of private, banking, but also the public sector because of the limiting of budget spending during the recession.

In Croatia a large portion of expectations is focused on anti-recession measures of government like rebalance of the budget and passing a law on crisis tax (NN, 94/09). Unpopularity of these measures is undeniable, but with a lack of strategic financial policy of the state they are unavoidable. Limiting public spending through measures (like reducing costs of public companies) has significant influence on economic activity. An environment in which most business activities are reduced to a minimum until the crisis effects weaken is created. In such an environment a large portion of business activities is focused on movements and announcements on the global market. Lately, every rise in value on capital markets had a tendency to be seen as a possibility of economic recovery. However, this does not have to be the case, taking into account the nature of expectations that can largely bend the real picture of the financial sector. But, until there is a rise in real production these expectations will not be confirmed, but they are currently helping to create a positive environment. The recent recovery of the capital market is considered the best news. Recovery of stock markets is modest and could be threatened with the slightest negative reaction. Therefore, it is good to form positive expectations directed towards economic recovery. It should be taken into account that in a recession negative effects are expressed with the same force that was present in the previous phase of growth, as if it is a sort of a cleaning of the economy. Economic strength in Croatia will not go back to previous levels with the same pace it fell. Undoubtedly (Žigman, 2009) every time when a domestic economy would record a great drop and entered a recession, in order to recover to the previous level a longer time period is needed – of a few years.

The current non-favorable economic situation in Croatia is a result of a multi-year neglect of domestic strategies of manufacturing, export, and economic development, based and financed solely from loans. The burden of loans will not just disappear, but changes that should appear in forming a long-term policy of economic development must appear now. The current downward phase of global economic cycle showed real imperfections in economies of every country, Croatia included. High foreign debt, relying on results of seasonal tourism, and disincentive fiscal policy are only a few. Undoubtedly, the Croatian economy was in a form of a crisis even before the current economic crisis occurred. Foreign loans for financing capital infrastructural investments show to be somewhat tenable while it is generating positive effects. But, in times of a recession those effects disappear, and there is a problem of regular servicing of debt. However, as this is not enough to create significant disturbances, connecting with macroeconomic variables like opposite spending movements of certain sectors and financial accelerators that appears in finance is needed. In order to achieve long-term stability in the area of remediation of capital investments, in the future, in their implementation, policies of potential business growth or drop must be made. That way, with predictions, the financial sustainability of every project in the hardest of economic periods could be found. Changes in national policy of economic development are necessary in order to achieve long-term positive effects of growth and development. Creating frameworks for building an export oriented economic system is now the primary goal, because the former framework built on debt confirmed itself to be a total miss. It is not enough only to set a legal and fiscal framework but within it implement concrete measures for ensuring future economic and financial development. The current economic crisis is a chance for all Croatian companies to reevaluate their business operative and strategic policies, try to predict in which direction the economy of the region and nearby EU countries will go. Based on such long-term analysis companies will be able to create the basic requirements for a quality form of technological, economic, political, and social progress. Accordingly, the domestic financial sector would adapt and develop parallel to the needs of a developing domestic economy, and represent a significant support on the way towards further economic growth. Global and national markets of financial services are going through big changes and it is certain that after the current recession the conditions on it will be completely different than current ones. New groups of investment products, like private investment funds and hedge funds (funds of risky, private capital and futures funds), are attracting more and more investors, shifting the gravitational center on the world capital market (www.deloitte.com). Billing jobs and financial transactions, which are the largest source of income and profit of many financial institutions that are currently in the process of restructuring, which is changing the foundations of banking activities.

Conclusion

Movements of macroeconomic business cycles are tightly connected with credit expansion and financing terms in market economies. Cyclical movements are characteristic for all macroeconomic variables and, when investing into capital markets or business activities, because of risks, must be analyzed. Capriciousness of the financial market caused (or sped-

up) the downward phase of the current business cycle and led to an economic crisis. Long-term international trade and financial interdependence enabled creation of its global effects. Such movements of business cycles until recently was hard to imagine for world economists, and only a few companies were ready for it. Those who previously implemented into their business strategy the prediction mechanisms and managing the effects of the crisis are now tolerating it more easily.

Microeconomic effects of the current crisis mostly reflect spending of citizens and business activities of a company. Problem of liquidity and insufficient funds caused by reduced spending and difficult access to bank funds cause a financial crisis of a company. In such conditions seeking new sources of funds is diverted from external sources to those within the company. Financial crisis does not only require a change in financial structure, but the whole organizational business system of the company and its business policy. Crisis is a chance to implement changes that are necessary and to remove weaknesses, which in normal operating conditions would not be recognized. Stress is on all segments of the company like human resources, management of costs and income gets a whole new meaning. Measures of managing costs, income, and cash flows are determined by the business strategy in order to influence the financial position of the company. The ability to be different in everyday business activities, innovative with cost reduction, maintaining market segments, and even their increase, in this crisis will differ the winners from the losers. Companies who do not do that are doomed firstly on financial, and then existential demise, which can overlap with the end of the downward phase with another macroeconomic business cycle.

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Graphs

Graph 1.Sector distribution of bank loans in Croatia; Croatian National Bank, Standard presentation format, 2. Trimester 2014

Graph 2. Average active interest rates of banks from 1999 to 2014; Croatian National Bank, Standard presentation format, 2. Trimester 2014

TREATMENT OF EXTRADITED PERSONS AND THEIR RIGHTS DURING PROCEDURES ON INTERNATIONAL JUDICIAL COOPERATION IN CRIMINAL MATTERS

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Abstract

Role and respect for human rights in international law, is of particular significance. Human rights and fundamental freedoms have traditionally been treated with internal legal acts and over time their treatment and respect made the responsibility also based on international law. The importance and the respect of the human rights of citizens in different stages during their arrest make this process even more important. Large mobility of citizens in our time from one place to another place, except the good things has created the circumstances that citizens of different nationalities to commit different criminal offenses. In this process, different persons can be arrested by a state and to handed over in another state. States during international legal cooperation in criminal issues faced with conditions and proceedings which in the context of treatment of persons can also come to the violation or injury of the rights of extradited persons. During their arrest and in subsequent stages these persons are subject to the treatment of the competent state bodies. Therefore arises the needs also of the treatment and respect for their basic rights at all stages until their handover to the state which required. The issues as discrimination and standards of human rights during the process of extradition of a wanted person for the purposes of prosecution or punishment because of race, religion, gender, nationality, political opinion, ethnicity, language, hendicapped, sexual orientation, will be treated in detail in this paperwork. Regulation of the proceedings and their respect for the cathegory of these persons that are trated based on international convention and legal internal acts is a factor of enforcement of international standards.

Keywords: human rights, international convention, state, request, cooperation, extradition.

1.   Introduction

The issue of human rights today occupies an important place not only in domestic law but also in international law. Their treatment is regarded as one of the foundations of a healthy and democratic society. National legislations have advanced modern development practices instruments that control the implementation of human rights in state institutions. In parallel with the national law is well developed international law which has given a strong impetus to the advancement of human rights. But it should be noted that up to this advancement of the rights of individuals has gone a very long journey which has not been without various challenges. In their infancy their treatment was exclusively handling internal matters of states, and not left to the possibility of intervention and care from other states because regarded as interference in the internal affairs of the state concerned. The process generally marks a new phase transformation internationalization of human rights which start to become the subject of legal acts and conventions within the international system. It should be emphasized that the entry into force of an international convention not only provides national legislations, which will have the same instrument but also brings effects on other aspects of domestic legislations which match international norms.

By addressing human rights in general and the rights of people arrested and extradited to striking a particular interest in the care of extraordinary domestic legislative aspect but also the international norms which addressed these issues. But it should be noted that international law generally involves the idea of respecting human rights accumulated in acts of UN conventions also adopted within the European Council and the European Union. The European Convention on Extradition of 1957 expressly provides in Article (9), that extradition will not be granted if the person sought has been tried with a final decision by the authorities of the country where: which means that here comes in term application of the principle ***ne bis in idem***, which recognizes and treats as a human right article (3) of protocol (7) additional European Convention of human rights[1]. Another example could be the European Convention on the Transfer of Sentenced Persons of 1983, which in article 3.1 (d) provided that the inmate was transferred shall be deemed to give his consent[2]. It should be noted that the person wanted by another state for the purpose of criminal procedure or execution of sentence may be extradited from a certain

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[1]Jean Pradel, Geert Corstwns & Gert Vermeulen, European Criminal Law, 2009, pg 31.
[2]Ibid.

state to another state, only under the conditions prescribed by law. Most recently, human rights have begun to extend into the field of politics and justice, which previously have been concerned by their influence.

Human rights in this context those persons that are in the extradition proceedings are handled by international law, namely conventions and other international acts of the United Nations, the Council of Europe and the European Union, which is provided through a contribution precious in their promotion and protection. Among the major international acts through which protected the rights and fundamental freedoms should be mentioned: the Universal Declaration of Human Rights (UN), the International Covenant on civil rights and liberties and political European Convention for the protection of freedoms and human rights etc.

2. International cooperation in combating crime and extradition

In combating international crime today there is a necessary need for cooperation between countries, and in different forms, considering that large movements of people from one country to another have made the perpetrators of various offenses be mostly foreign nationals, not citizens of the state where the offense occurred. In this context are well established principles of international cooperation in the detection, arrest and punishment of persons guilty of committing various criminal acts. International cooperation in particular has been given priority in cases of war crimes and crimes against humanity, it is derived from the resolution of the General Assembly of the United Nations 3074 (XXVIII) of 3 December 1973, which provides Principles of International Cooperation the detection, arrest and punishment of persons guilty of War Crimes and Crimes against Humanity. In this context emerges as a form of extradition and international cooperation between states, which means the service of a criminal suspect usually under the provisions of a treaty or statute of an authority (as a country) to another that has jurisdiction to conduct the trial.

3. Treatment of persons based on principles and international acts

Known principle of legality or legitimacy expressed through Latin aphorisms: *nullum crimen, nulla poena sine lege*, which means that a work cannot be considered a crime and its perpetrator cannot be punished if the first is not prescribed by law, represents one of the fundamental principles by which protected the rights and fundamental freedoms and in particular when we are dealing with people who are at the stage of extradition from one state to another state. The principle of legality as one of the legal mechanisms to protect the freedoms and human rights extends his influence in the field of international criminal cooperation especially in extradition cases when it is required that the offense for which extradition is sought must be foreseen as a criminal offense, as in the state where the person, or in any state that requires extradited[1]. Harsh punishments and not humane international community has made some limits which must be respected in order to sanctions and actions of state bodies are not repressive to the freedoms and fundamental rights of persons who are in long procedure and final decisions.

Adhering to the basic principles to these inhumane acts are expressly provided for in international conventions. If we refer to article (5) of the Universal Declaration of Human Rights expressly states that no one may be subjected to torture, inhuman or cruel, inhuman or degrading treatment. Also it is envisaged by Article 7 of the International Covenant on Civil and Political Rights. International treaty expressly provides that prohibits the use of evidence which are the result of the implementation of torture, which is envisaged in the United Nations Convention against Torture[2]. The stop of applying the torture and severe punishments, inhumane and degrading treatment is set at the international level and applied as a criterion for international cooperation in criminal matters. In cases where we are dealing with a person who is required to be extradited and who may be exposed to punishment, torture or inhuman treatment or rude request will be rejected[3]. A similar criterion is also provided with internal acts of the Republic of Kosovo. The Law on International Legal Cooperation in Criminal matters in section 15 relating to torture, inhuman, or degrading treatment or maltreatment does not allow extradition if there is reasonable suspicion that the person extradited will be treated or punished in a cruel or degrading[4].

4. Rights to extradition

Extradited person owns all the rights that are provided for in international conventions and the laws of the state of persons who are accused and who conducted the trial. In order to protect the rights of a person whose extradition is sought

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[1]Ismet Salihu, International Criminal Law, 2005, pg. 65.
[2]UN Convention against Torture, 1984.
[3]Ismet Salihu, International Criminal Law, 2005, pg. 66.
[4]Law on International Legal Cooperation in Criminal Matters of the Republic of Kosovo, NR.04/L-31, neni 15.

by any country or organization, are also provided when extradition is not allowed such as extradition for political offenses or offenses connected with political offenses, extradition for offenses purely military, extradition is not allowed when the prescription is made prosecution or execution of sentence in accordance with domestic law or the law of the requesting State[1].

It should be emphasized that even in cases of re-extradition to a third country, the extradited owns all the rights provided by international conventions and the laws of the states to extradite person's cases. Among owns the rights to extradition include: presumption of innocence, the right to a fair and independent court, applies rules of *ne bis in idem*, which means that they cannot be punished twice for the same offense, the right to freedom of thought, conscience and religion, the prohibition of discrimination, prohibition of torture, etc. For all these rights we have given the explanations in particular.

4.1. Presumption of innocence

Presumption of innocence is considered among the basic principles and guarantees for the protection of fundamental freedoms and human rights. It is clear that under this maxim no one can be considered guilty of the offense unless concluded with a final judgment of the court in the procedure prescribed by law. Presumption of innocence is regulated by international conventions of human rights, e.g. European convention on human rights and fundamental freedoms that "any person charged with a criminal offense shall be presumed innocent until proven guilty legally"[2]. Naturally, this applies to proceedings in international cooperation in the extradition of persons from one country to another. In this context, countries should pay attention and care when it comes to the treatment of persons extradited.

4.2. The right to a fair and independent court

As a principle, of special importance for freedoms and rights of the persons in the procedure is accepted as a fundamental principle in many important international acts. In Article 10 of the Universal Declaration of Human Rights states: "Everyone has the right to full equality, that his case be treated fairly and publicly by an independent court and impartial ... [3]" This principle also dealt with international pact for freedom and civil and political rights in nënin14 European Convention for Human Rights in Article 6.

Regarding gravity extradite persons connected with the guarantee of a fair trial and impartial regarded as one of the conditions which must be met to allow extradition. Such a postulate is also stipulated in the Model Convention on Extradition approved by the United Nations, which will not allow extradition if there is a fair and impartial. United have this right guaranteed by the constitution, e.g. Kosovo's Constitution states in Article 31: "Everyone is guaranteed equal protection of rights before courts, other state bodies and holders of public powers. Everyone has the right to public scrutiny fair and impartial decisions regarding the rights and obligations or of any criminal charge that rises against him / her within a reasonable time by an independent court and impartial, established by law ".

4.3. Ne bis in idem rule

This principle of justice is known in all countries of the world, and is also recognized in international criminal law in cases of international cooperation between states. In the dictionary[4] is a Latin phrase that means "not twice for the same thing", a legal rule that says one cannot be prosecuted twice for the same crime. This rule is also provided by international conventions and local laws, e.g. Code of Criminal Procedure has this rule provided for in Article 4, which states: "No one can be prosecuted and punished for the offense if released or for which he was sentenced by final judgment, if criminal proceedings against it is terminated by a final decision of the court or the indictment was dismissed by a final decision of the court ". This rule of law has also provided for international judicial cooperation in criminal matters in Article 13 which states that "extradition is not allowed if given a final decision by the local court against the person sought for the offense or offenses for which the ". Of international conventions relevant to this matter is referred to the Council of Europe Convention "for the transfer of proceedings in criminal matters" which the *ne bis in idem* rule has provided in Article 35 which states: a person, in connection with which is given to a criminal court decision final and binding, for the same act, cannot be prosecuted, punished or subjected to a sanction in another Contracting State:

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[1] These cases of detention and extradition are provided by the European Convention on Extradition of 13 December 1957, as well as state laws for international judicial cooperation

[2] Article 6.2 of the European Convention on Human Rights and Fundamental Freedoms, Rome, 4.XI.1950

[3]Universal Declaration of Human Rights

[4] See electronic dictionary website, http://www.urbandictionary.com/,

a)   if it is forgiving;
b)   if the sanction is required to be implemented:
    i.   has been fully implemented or is being implemented, or
    ii.   has been subjected to pardon or amnesty, in full or in connection with the unmitigated, or
    iii.   cannot be enforced because of lapse of time;
c)   If the court convicted the defendant without requiring the application of a sanction.

From this it is clear that the *ne bis in idem* rule applies in another state if that person is given a final injunction and mandatory in any state and is the same offense in that country. So *ne bis in idem* rule is a rule and universal right of every person who is prosecuted for an offense, and is respected by all countries of the world, from here it follows that the bis in idem rule applies to persons who extradited from one state to another state under international legal cooperation procedures.

4.4.   The right to freedom of thought, conscience and religion

These rights are guaranteed by all international conventions and national laws. These rights are universal human rights that cannot be denied by anyone and in any form. In Article 18 of the Universal Declaration of Human Rights states that "everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others, in public or private, to manifest religion or belief of his own, through education, practice, practice, worship and observance". Even the European Convention on Human Rights has provided these rights and in article 9, paragraph 1 and 2 of its clearly stated that "everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either individually or collectively, publicly or privately through worship, teaching, practice and observance. Freedom to manifest one's religion or beliefs may be subject to no limitations other than those prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals or for the protection of the rights and freedoms of others ".

Its right in the same way is guaranteed by international conventions on human rights. Special importance these rights were also given in the constitutions and laws of the states. Kosovo's constitution has the following rights provided in Section 38 where the first paragraph of this article says so decisive that: "Freedom of religion, conscience and religion is guaranteed", and in paragraph 2 of the same mother noted: "Freedom of religion, conscience and religion includes the right to receive and to manifest religion, the right to express personal beliefs and the right to accept or reject for being members of a religious community or group". In the context of international judicial cooperation and extradition should imply that for each person to be extradited from one state to another state, these rights are guaranteed and that person may exercise the right to freedom of thought, conscience and religion, and no one here cannot deny these rights. These rights, freedom to manifest one's religion, belief and conscience may be limited by law, if such a thing is necessary to protect the security and public order, health or rights of other persons.

4.5.   Prohibition of discrimination

It should be emphasized that human rights are rights inherent to all human beings, without any distinction in terms of race, sex, language, religion, political or other opinion, national or social origin, property, birth or other status other. To all of us equally entitled to human rights without any discrimination. All these rights are interrelated, interdependent and indivisible. The right to equality between men is a universal and inalienable. This right is guaranteed by international conventions and national laws. European Convention specifies that "the enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, color, language, religion, political or other opinion, origin national or social origin, association with a national minority, property, birth or other status"[1]. This right is so well protected in the Universal Declaration of Human Rights which provides that "all are equal before the law and are entitled without any discrimination, be equally protected by law. All are entitled to equal protection against any discrimination that would violate this Declaration and against any incitement to such discrimination"[2]. The statement also points out that there is no difference between people regardless of the status of the state to which the person belongs, in Section 2 of the statement that "no distinction shall be made on the basis of the political, jurisdictional or international status of the state or country which belongs to everyone, whether state or country is independent if under trust, non-self-governing or conditions contained in any other limitation of sovereignty". In all the constitutions of the states that matter is predicted by the Kosovo constitution provides direct application of conventions and international instruments have priority in case of

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[1] Article 14 of the European Convention on Human Rights and Fundamental Freedoms, Rome, 4.XI.1950
[2] Article 7 of the Universal Declaration of Human Rights, December 10, 1948

conflict over provisions of laws and other public institutions[1]. In the context of the treatment of persons extradited, this right should be respected the same as the state that makes extradition also state that agrees to extradition. A person who cannot be extradited because of gender, race, color, language, religion, political or other opinion, national origin due to social or to be denied or violated rights. In this regard he has all the same rights as the citizens of that state, without distinction.

4.6. Prohibition of torture

The prohibition of torture is a particularly important especially for extradition cases when we consider that person to be extradited will be under the supervision of two states, as the state that receives a request for extradition to the requesting state as well. "The term "torture" means any act whereby the person officials or their promotion, intentionally caused a person severe pain or suffering physical or psychological in order to get him or by another information or a confession, punishing him for an act he has committed or are suspected of having committed, or to intimidate him or to intimidate other persons"[2]. Torture is prohibited by many international norms and the constitution and criminal laws of the states. It is noteworthy Convention against Torture and Other Cruel, Inhuman or Degrading Adopted and opened for signature, ratification and accession by General Assembly in its resolution 39/46 of 10 December 1984, is also torture stop with all the international conventions on human rights.

European convention on human rights and fundamental freedoms in Article 3 provides that "no one shall be subjected to torture or inhuman or degrading treatment or punishment". European convention this mother has adapted in the same way the Kosovo Constitution in its Article 27. It should be understood that "any act of torture or any other cruel treatment or punishment, inhuman or degrading treatment is an affront to human dignity and should be condemned as a denial of the purposes of the Charter of the United Nations and as a violation of human rights and freedoms promulgated basic Declaration of Human Rights"[3]. Regarding persons extradition case, apply the same rules to ban torture and other cruel, inhuman and degrading treatment as provided in international conventions and the laws of the states.

5. Language which is used

All documents must be extradited to behave in a language he understands, and with the language of the proceedings, the European Convention on Extradition is provided "that the documents that will be used in support of the request for extradition should be language of the requesting party or the party to which extradition is requested. The party, whose the extradition was asked, however, may require a translation in one of the official languages of the Council of Europe"[4]. Proceedings of international legal language and mode of communication, in this case of extradition, regulated by state laws e.g. Kosovo Law on International Legal Cooperation has provided that "requests for international legal cooperation transmitted through the Ministry. Communication through diplomatic channels is not excluded when deemed necessary"[5]. While the "request and accompanying documents are in a foreign language, they must be accompanied by a verified translation in Albanian or Serbian. Certified translations into English may be admitted on the basis of reciprocity"[6].

Conclusions

In our time human rights can easily be said to have become a "religion" itself, their importance is indisputable when we consider that the international community protects every possible form. In cases of violation of human rights, the international community intervenes and protects the force, and in these cases is out of the state or sovereignty of which is guaranteed under chapter seven of the United Nations charter. This shows clearly the importance of human rights gives the international community. One of the fundamental features of human rights is their universal character. This means that human rights apply everywhere and for all people, regardless of color, sex, country, religion, wealth or opinion. They are based on the values of dignity, freedom, equality and justice, which, being an ideal for humanity, are at the same time the principles that can guide the life of each. Except that universal human rights are indivisible. They form a single whole. None

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[1] See Article 22 of the Constitution of the Republic of Kosovo, adopted on 9 April 2008
[2] Article 1 of the Declaration on the Protection of All Persons from Torture and Punishment or Treatment and Other Cruel, Inhuman or Degrading Adopted by the General Assembly of United Nations Resolution 3452 (XXX), dated December 9, 1975.
[3] Ibid, article 2
[4] Article 23 of the European Convention on Extradition, adopted on December 13, 1957
[5] Article 4.1 of the Kosovo Law on International Legal Cooperation, adopted by the Assembly on July 31, 2013
[6] IBID, article 4.3

of rights or group rights cannot be evaluated more important than the others, without damaging the whole, therefore, the very concept of human rights. Indivisible nature of human rights clearly stated in the Universal Declaration of Human Rights, which gives the same importance as civil and political rights as well as economic, social and cultural. In the context of extradition all the rights provided by international conventions, constitutions and state laws apply to persons extradited. In addition there are specific issues the conventions that govern the extradition issue as the European Convention on Extradition, adopted on 13 December 1957.

International cooperation in particular has been given priority in cases of war crimes and crimes against humanity, it is derived from the resolution of the General Assembly of the United Nations 3074 (XXVIII) of 3 December 1973, which provides Principles of International Cooperation the detection, arrest and punishment of persons guilty of War Crimes and Crimes against Humanity. In this context emerges as a form of extradition and international cooperation between states, which means the service of a criminal suspect usually under the provisions of a treaty or statute of an authority (as a country) to another that has jurisdiction to conduct the trial. We should not forget that human rights are principles upon which individuals can do, to make laws and at the same time see the decisions that rely on them. But human rights are at the same time the values that express and reflect human desires and aspirations. As values, human rights and goals represent the highest ideals, which, although completely unfeasible, socially give life meaning.

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Tourism product and destination positioning

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Abstract

A modern tourist product, which is adjusted to the needs of new tourists no longer includes a tourist partnership role, but individualisation and personalisation of the experience itself. Should such a base be accepted, it is to be concluded that traditional positioning of destination tourist offers on both macro and micro levels is no longer sufficient, i.e. positioning based on comparative advantages. By traditional positioning, it is not possible to differentiate the tourist offer from the competitors' tourist offer, which ultimately implies a request for competitive tourist offer positioning, enriched by new requirements and needs. Such an approach negates the conventional attitude that the existence and availability of comparative advantages is, in itself, sufficient in order to generate tourist demand and creation of competitive experience economy. Objective of this paper aims to offer a different approach to the competitive positioning of tourist destinations including positioning on the basis of the experience economy. The development of tourist products established on experience as the key exchange value requires an interdisciplinary approach, which, together with the applied marketing activities and competitive positioning through identity affirmation, leads to the tourist offer positioning from the point of view of the experience economy.

Key words: tourism destination, positioning, competitiveness, experience.

Introduction

Tourism is a heterogeneous and dynamic phenomenon is continuously evolving, satisfying the needs of tourism participants and global tourist trends impose a new understanding of tourism and the emergence of «new» tourists. Persons who involve themselves with tourism trends are increasingly experienced today; they express an increasing number of needs, not only within the destination, but also during the journey itself to that destination. Attractive elements of a destination must be complemented by additional activities and the tourist destination excellence is measured strictly by realised experience. It is this diversification of needs and motives itself due to which people choose a visit to a tourist destination and which leads to qualitative detachment from the standard tourist offer. The emphasis is, therefore, on the tourist product quality, thereby realising a qualitative differentiation factor in tourist destination competitive positioning.

In the beginning of its development, tourism was the privilege of a chosen few. It then grew into a social phenomenon which enabled protection of local interests, preservation and presentation of cultural and historical heritage, as well as the differentiation from direct competitors. The result of the described relationships lies in the increase in the quality of life of the domestic population, which must entirely be involved in all the forms of planning and, of course, tourists themselves. The modern tourist product, which is adjusted to the needs of new tourists, is no longer perceived only as a partner role of tourists, but also as individualisation and personification of the experience itself.

Should we accept such a base, we can conclude that traditional tourist offer positioning on macro and micro levels are no longer sufficient. They cannot differentiate domestic tourist offers from competitors' tourist offers, which, ultimately, implies demand for the competitors' positioning of tourist offers, enriched by new demands and needs. Such an approach negates a well-established attitude that existence and availability of natural and cultural heritage is in itself sufficient in order to generate tourist demand and to create a competitive experience economy.

If we perceive tourism as a social phenomenon, which, on the other hand, demands comprehension of interdisciplinary category, it is necessary to observe it not only on the level of economic sciences, but it is also necessary to widen that observation also to history, political science, sociology, geography and cultural anthropology. Such a wider comprehension implies the insufficiency of mono-comprehension of tourism, where, as a base of observation, the category of growth and not of development, is considered. From that aspect, the area that represents tourist basis should not, at any time, have only exclusively a tourist purpose, although it is the bearer of the tourist function. Therefore, no evaluation

methods which are used in areas with dominant tourist function are applicable, but a method of balance between protection and tourist demand, which later also facilitates market differentiation and tourist offer positioning.

While taking into account the main dominant motive for travel as a demand for acquiring an unrepeatable, unique experience, in parallel with the increase in travel, we come across an expansion of a growing number of tourist products based on the experience economy. By means of monitoring of socio-economic trends, i.e. recorded changes in the form of a demographic picture of the society, better education and higher standard of living, a change in the structure of demand for products and services can be noticed. Transition from a service economy to the experience economy occurs; purchase of goods and services is increasingly more frequently replaced by the purchase of experience. Such purchase represents specific reciprocal values for money, which is characteristic for traditional understanding of the experience economy. Development of tourist products based on experience as a key exchange value requires an interdisciplinary approach, which, together with applied marketing activities and competitive positioning by means of identity affirmation, leads to the tourist offer positioning from the aspect of the experience economy.

By this paper, the wish is to affirm the comprehension of tourism as an interdisciplinary and social phenomenon, where the production basis of the tourist product is experience. Furthermore, to contribute to the comprehension of the experience economy as a higher level in the process of economic value progression, within which exchange value is realised. By using elements of the experience economy, differentiation by quality is achieved, with realisation of progression of the added value of the tourist product itself, which results in sustainable and efficient use of the tourist resource basis and that on the example of the small town of Fažana. The optimal model is based on the experience economy and it is implemented on the grounds of the postulates of the theory of competitiveness; it multiply optimises processes in the planning, implementation, monitoring of positioning and management of the tourist product of Fažana, i.e. the tourist offer of Fažana as a destination.

Previous research

By this paper, the wish is to affirm the comprehension of tourism as an interdisciplinary and social phenomenon, where the production basis of the tourist product is experience and, furthermore, to contribute to the comprehension of the experience economy as a higher level in the process of economic value progression, within which exchange value is realised.

Traditional positioning of the tourist offer on the macro and micro levels is no longer sufficient and cannot differentiate domestic tourist offers from competitors' tourist offers, which, as a rule are enriched by new demands and needs. The modern tourist product of a tourist destination, based on the algorithm of the experience economy, realises a higher level of economic value progression while achieving market differentiation on the basis of the tourist product quality, as a differentiating factor.

If we perceive tourism as a social phenomenon, which, however, insists on the comprehension of the interdisciplinary category, it is necessary to observe it not only on the level of economic sciences, but it is necessary to widen it. Such a wider observation implies the insufficiency of mono-comprehension of tourism, where, as a base of observation, the category of growth and not of development is considered.

Development of tourist products based on experience as a key exchange value requires an interdisciplinary approach, which, together with applied marketing activities and competitive positioning by means of identity affirmation, leads to the tourist offer positioning from the aspect of the experience economy. Such a concept represents one insufficiently researched area so far in domestic science and it needs to be clarified in greater detail.

On the global level, the implemented concept of the experience economy is theoretically still insufficiently researched. Implementation of the concept of the experience economy as a base for competitive positioning of the tourist offer, i.e. tourist destination as a consequence has progression of added value, with the multiplicative effect of tourism. A higher degree of economic development, although with some discrepancies, most frequently is implied by the largest possible share of the sector of services in the GDP. Therefore, according to Pine, B.J. and Gilmore, J.H. (1999) the share of the sector of services in the total GDP of national economies (we can draw the analogy with local self-government) represents one of the crucial indicators of economic development.

Absence of the factors of the experience economy in the creation of a contemporary tourist product yields extremely negative results. Historically viewed, the category of national economy competitiveness has suppressed the once dominant category of comparative advantages, equally noticed also in tourism observations, where added value progressively increases when competitiveness is based on the experience economy.

Should we accept the need for interdisciplinary interpretation of tourism as a phenomenon and the economic method necessary for its accurate valorisation, in the given area we find dozens of bibliographical units which perceive the object of research strictly one-sidedly. Competitiveness of tourism and its influence on the category of economic growth is dealt with in a series of scientific and professional works, but is strictly limited to the criteria of competitiveness in tourism, with the absence of alternative solutions. Thus Dwyer, L. et al. (1999) observe the cause-and-effect link of price competitiveness in tourism and journey purpose. Bueno, A. P. (1999) observes the level of competitiveness in tourism through the intensity of the influence the state has on the sector of tourism. In domestic science, Horvat, Đ. and Kovačević, V. (2004) see the increase in the level of competitiveness in the formation of "clusters". By the same analogy, the experience economy was not systematically monitored within new understandings of tourists, their role and the nature of tourism on macro and micro levels. That is to say that competitive positioning and the experience economy have been observed as two separate phenomena, without interlinks. Pine, B.J. and Gilmore, J.H. (1998) define the best the experience economy as a concept, pointing to the level of added value, which is higher in comparison to the standard exchange service value. Only nine years later, Haemoon Oh et al. join the methods of measurement with application to tourism to the experience economy. With a new perspective of the experience economy, A. Boswijk, T. Thijssen and E. Peelen also introduce the concept of "co-creation", which was based on the so-called DART principle, which Prahalad, C.K. and V. Ramaswamy (2004) explain the best. Interdisciplinary approach to the phenomenon of tourism, with use of the experience economy algorithm in tourist destination competitive positioning as a consequence has realisation of progression of added value. The experience economy, as the fourth phase in the development of economy manages, as opposed to the previous phases, to maximise the progression of added value. In other words, transfer from the service economy to the experience economy occurs.

De-regularised growth of tourist offer irreversibly decreases resource base exchange value and, by the same analogy, also the income from tourism. According to Stiglitz (2000) conceptualisation of tourist offer on the principles of the experience economy represents also a regulatory phenomenon, which not only protects the resource base, but also has an impact on the quality of life of the local population by means of reduction of negative external influences.

Poljanec-Borić, S. and I. Kunst (2008) are the only authors who, in the Republic of Croatia, included the concept of experience economy in their research, where the concept of experience economy is recognised as a differentiating factor in tourist destination competitive positioning. It can be concluded from the above that, in scientific research so far, both abroad and in the Republic of Croatia, this paper problem area has not been entirely dealt with, and not even partially.

Additional study would prove that a systematic implementation of the experience economy algorithm achieves differentiation by quality with repercussion of value-added progression of the tourist product itself, which results in sustainable and efficient use of the tourist destination resource base. The optimal model of tourist destination positioning should, therefore, follow the experience economy algorithm, implemented on the basis of the postulates of the theory of competitiveness, which would lead to a multiple optimisation of the process in planning, implementation, positioning, monitoring and tourist product management, i.e. tourist destination management, as a whole.

In order to approach the tourist offer positioning at all, i.e. the tourist destination positioning on the principle of the experience economy, we need to make the presumption that the development of the entire tourist sector of the Republic of Croatia takes into account the competitiveness factors. For full realisation, it is necessary to implement the following tasks:

- Analysis of the situation and determination of the steadiness of experience economy elements at micro and macro levels,

- Analysis of the level of implementation of the experience economy elements in the current tourist offer of the Republic of Croatia and the county of Istria County

- Analysis of countries-competitors,

- Analysis of a possibility to apply traditional methods of economic valorisation of the tourist resource basis and economic method of benefit evaluation.

Provided the above tasks are fulfilled, a starting basis would be created for the definition of an optimal model of competition tourist destination positioning and that on the basis of the experience economy.

The most important factors which are essential for tourism development in a destination are: destination accessibility, existence of tourist attractions which are the main motivators for the visit, accommodation and food services, as generic tourist services, as well as the mediation services.

Tourists perceive accessibility as a combination of several factors. In order to make a choice of a destination, it is necessary to provide the potential visitor with sufficient information about its tourist offer and, apart from the information accessibility, a destination must also be accessible by road, sea or air.

Method

Positioning of Fažana as a tourist destination

We can define the Municipality of Fažana, i.e. the County of Istria, as exceptionally accessible, given that they have a very favourable geographical position in relation to the main European emissive markets. As for traffic accessibility, the initial advantage has been achieved, as it enables visitors to arrive by all means of transport: road network (Istrian Ipsilon), the sea port of Pula, tourist arrival by sea, as well as the airport in the area of the town of Pula, which facilitates tourist arrivals from all over the world. There is also a railway which is more relevant for transport of goods than as a travel component.

The Municipality of Fažana is increasingly accessible to potential tourists due to numerous promotional activities by the Municipal Tourist Organisation, including its participation in international tourism events and, indirectly, due also to the increasing recognition of the County of Istria as the most attractive destination.

Tourist attractions represent an important factor of the destination itself. We divide the attractions into natural (related to geographical areas) and social, such as cultural and historical landmarks, cultural and sports gatherings, or events themselves. The Municipality of Fažana is a destination which foreign tourists choose because of its natural characteristics, the Mediterranean climate, the sun and clean sea. However, apart from the listed features, Fažana also boasts a whole series of attractions, such as historical and archaeological localities, vicinity of a national park, as well as a large number of events (Small Fishing Academy, Sardine Party, etc.)

Apart from the attractive basis, it is also necessary to provide conditions for accommodating tourists. Destination accommodation capacity includes facilities which provide the services of accommodation (hotels, campsites, private accommodation and other forms), hostelry facilities and other capacities. With the preparation of spatial planning documentation it is ensured that all receptive capacities are, in the best possible way, coordinated with the town events in space, in order to emphasise its individuality.

An optimal tourist organisation must stimulate and direct tourism development in the Municipality of Fažana. The design of an optimal tourist organisation represents the main task for the Municipality of Fažana. The Tourist Organisation work mainly relates to tourist offer advancement and promotion of the destination itself, participation in fairs, both in the country and abroad. Destination publicity greatly helps potential visitors to choose it as their holiday destination, i.e. visitors from emissive countries are acquainted with the destination. The trend is in the positive growth, as increasingly frequent mentioning of Istria as a top destination has had a positive impact on tourism in the Municipality of Fažana, with lower promotional costs.

Based on the analysis of the potentials of the Municipality of Fažana as a tourist destination, as well as the trends in Croatian tourism, strengths, weaknesses, opportunities and threats have been identified and they are united in the SWOT matrix, with the message that "strengths should be stressed, opportunities used, weaknesses reduced and threats avoided". Once the strategic factors have been recognised according to SWOT (Vitasović, 2008, SWOT matrix of the Municipality of Fažana as a destination of cultural tourism), strategies are developed which can be built on the strengths which are able to eliminate the weaknesses, use the opportunities or face the threats. SWOT analysis, however, does not show different relationships between external and internal factors, due to which the use of TOWS matrix is recommended. TOWS matrix represents a SWOT analysis variation. In TOWS matrix, different factors are identified, which are later united; for example, opportunities with strengths, with the intention to stimulate a new strategic initiative.

TOWS matrix does not represent the identification of a single best strategy, but it simply generates different strategies, some of which can be implemented. In other words, different alternatives of strategic actions are obtained. Maxi-maxi (S-O) shows strengths and opportunities, i.e. by existing strengths it is possible to use opportunities. Maxi-mini (S-T) shows strengths in relation to threats, for example, by competition. In fact, the inclination should be to use strengths in order to remove threats, or to bring them to a minimum. Mini-maxi (W-O) shows weaknesses in relation to opportunities. It

is necessary to overcome the weaknesses in order to use the opportunities. Mini-mini (W-T) shows weaknesses in comparison with threats. This is an extremely defensive strategy in order to reduce weaknesses and avoid threats.

In construction of the TOWS matrix it is exceptionally important to identify strategic factors, such as competitive positioning, with the aim to achieve value progression. The tendency is that the factor transformation is carried out in accordance with the resource basis, target market demands and postulates defined by the developmental model (desired direction of development), taking into account realistic possibilities of positioning in the market.

Penetration into new markets, coupled with the construction of a high quality picture of the destination, greatly facilitates filling in of the vacant market niches and the achievement of competitive positioning based on the experience economy elements.

Findings

The quantification of tourist valorisation is often equated with the economic valorisation, which includes not only the grade of the existing value, but also the creation of the new one. Tourist valorisation includes a qualitative and quantitative grade of the value of tourist motives and cannot be identified with the economic valorisation.

Generalisation of evaluation can be expressed by means of the below stated equations, and that for the tourist seasons of 2007., 2010. and 2012. The research results are illustrated by points ranging from 1 to 10, in the numerical form. Spatial valorisation by tourists is, in its major part, a subjective and emotional experience which has to be taken into consideration as a corrective factor of findings which are obtained by the application of the type equation.

Review of the results generated by the research in the area of the Municipality of Fažana are obtained by means of the sum of internal and external factors.

The results obtained by the research, by which valorisation of destination external and internal factors was carried out, notices that the Municipality of Fažana, as a tourist destination, realises 62 points out of the possible 80 in the year 2007, has 56 realised points in the year 2010 and 54 realised points in the year 2012. Realised results interpret that the current position of the tourist offer of Fažana, as a tourist destination, are in line with the natural and cultural potentials of the Municipality. Also, they point to an attempt to systematically develop a more quality tourist offer, with the start of building of a recognisable tourist product which has been, however, stagnating for the last three years. Such a trend points to a correctly conducted economic valorisation of the potentials of the Municipality of Fažana, which are an integral part of the tourist offer. The trend negativity is reflected in the statics and it is an extension of the pronounced inflexibility of the tourist offer elements. Such a situation emanates from non-existence of the DMO, which would, by its action, correct the negativities in the tourist destination management. Also, it would have a direct influence on the DMC within the destination, as well as on the ultimate improvement of quality of the entire tourist product itself.

In order for tourist potentials to be correctly included in the economic valorisation, it is necessary for the tourist workers, together with the local self-government and domestic population, to do the destination promotion in accordance with the tourist offer elements. The planning of the future development, therefore, should be directed to those aspects which have been graded low in the valorisation, but equally valorise those which were ranked high, which are insufficiently economically exploited.

The research on satisfaction with the tourist offer elements, conducted within the destination and according to the global perception by all structures of surveyed tourists and certain tourist offer elements have been ranked, as shown in Table 4 below.

The research results confirm the understanding that the tourist product is outdated (contents) and that innovative interventions for the purpose of its adjusting to the modern demands of the target tourist market need to be deployed. This also imposes a need for an urgent destination management to be established on the partnership relationships, whose task is to raise the destination organisation to a higher level and to better valorise recognisable resources, which are accepted and supported by the tourist offer users (space, resources, environment, personnel, safety, etc.). In other words, to form a rational valorisation chain of the destination tourist offer.

Competitiveness imposes a need to sell an integral service, which, on the other hand, aggregates the quality of the entire destination offer due to the fear of fall in prices. If the exchange value conditionally becomes an experience, with destination repositioning, maximisation of the foreign currency influx will also be achieved and the level of discretionary expenditure in the destination will also be higher.

In positioning of a tourist offer, the competitiveness category becomes dominant in relation to the comparative advantages category. Tourist product repositioning, as a consequence of tourist offer repositioning, together with the influence on the creation of a destination tourist image/identity, has an impact on structural changes in both qualitative and quantitative forms of the complete tourist product. It is, therefore, necessary to systematically organise tourism development, with quantitative and qualitative developments of economic businesses, whose output is an integral element of the tourist product, in order to achieve multiplicative tourism effect. Such a systematic approach in the implementation of the principles of the experience economy leads to adoption of the principles of the new economy, applied to tourism at both macro and micro levels, where, with the change in the resource base and monitoring of the economic growth rate, it complements the economic development with, currently slowed down, formation of a rational valorisation of the tourist offer chain of the Municipality of Fažana.

Discussion

Modern tourism trends impose increasingly frequent structural changes. The answer to the changes caused in such a way is manifested by product differentiation, level of education and training, new organisational relationships, use of technologies and innovations, as well as by the manner of communication between emissive and receptive markets.

The world expansion of travelling to a destination with standard tourist products has reached its peak, i.e. destinations with a sole motive of the sun and the sea, as well as a passive holiday, as a motive for arrival, while the remaining tourist resource basis is insufficiently appreciated. The positioning of the tourist offer and tourist product of the Municipality of Fažana, based on quality and the experience economy, coupled by the original identity and specific characteristics, multiplies socio-economic benefits from tourism and leads to the progression of the added value, with efficient and sustainable valorisation of the tourist resource basis.

The development of tourist products based on experience as the key exchange value requires an interdisciplinary approach, which, with applied marketing activities and competitive positioning by means of identity affirmation, leads to the positioning of tourist offer from the aspect of the experience economy.

The competitive positioning of Fažana as a tourist destination must take into account the constant algorithm of the experience economy, communicational attributes and economically rational tourist offer valorisation chain. Taking into consideration the postulates of the experience economy, which facilitates the achievement of competitive advantage on the basis of differentiation by quality, such a concept for the Municipality of Fažana reflects advantage in (tourist) experiences promotion, based on unique attributes which do not utilise the competitive destination of the area (amphora, sardines, and heritage). It is due to the nature of the resource basis itself that the experience dimension of the entire tourist offer of the Municipality of Fažana should represent a dominant direction in consolidation of the tourist offer elements. Marketing actions must omit the stress from the traditional elements of receptive tourism and focus on the exploitation and promotion of the dominant resources, whose value is exceptionally high and/or on the unrepeatable quality of the local destination identity.

The positioning of the Municipality of Fažana as a tourist destination should be carried out while taking into account the current recognisability of the destination through the motives of the sardine and amphora, affirming the principle of differentiation by quality and achievement of premium prices on the micro level. By the destination geographical position within the Istrian peninsula, resource base is valorised, which competitive tourist offers (destinations of the Mediterranean Basin) cannot valorise.

From the above quoted, it can be concluded that the positioning of the tourist offer of the Municipality of Fažana, on the principles of competitiveness and experience economy, implied a higher level of achievement of the tourist offer added value, with the conception of a rational valorisation chain of the tourist offer elements.

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Table 1. Illustration of internal and external value factors

Variables	Form
X - sum of internal factor evaluation A – urbanisation evaluation B – infrastructural evaluation C – equipment and services evaluation D – inherent characteristics evaluation	X= (A)+(B)+(C)+(D)
Y - sum of external factor value evaluation E- accessibility evaluation F- resource specific quality evaluation G- vicinity of emissive centres H- significance evaluation	Y= (E)+(F)+(G)+(H)

Source: Prepared by authors

Table 2. Internal factor evaluation

Internal factors	Results
A – Infrastructural evaluation	Development of tourist infra and supra-structure defined by the Municipality documents for the future period

B – Urbanisation evaluation	Satisfactory, with additional interventions.
C – Equipment and services evaluation	Advancement of education of those employed in tourism
D – Inherent characteristics evaluation	Area attractiveness and a large platform which enables the creation of tourist offer. Low degree of air, water and soil pollution, as well as a climate which facilitates the development of all forms of tourism – favourable from the aspect of capacity occupancy throughout the whole year. Rich animal fund with clearly determined hunting policy and a rich fishing fund, which is, at the same time, proof of sea water cleanliness

Table 3. Internal factor (X)

	Year 2007	Year 2010	Year 2012
	X= (A)+(B)+(C)+(D)		
	X= (A) 7+(B) 7 + (C) 5+(D) 8	X= (A) 7+(B) 7 + (C) 4+(D)7	X= (A) 6+(B) 7 + (C) 4+(D)6
∑X	27	25	23

Source: Prepared by authors

* In internal factors the results are obtained by award of points ranging from the highest to the lowest grade.

Table 4. External factor evaluation

External factors	Result
E - Accessibility evaluation	Good geographic and traffic situation Accessibility to all localities
F – Resource specific quality evaluation	Unity of the elements of tourist offer
G – Vicinity of emissive centres	Relative vicinity of emissive centres
H – Significance of resources	Started economic valorisation/economic valorisation in progress

Source: Prepared by authors

Table 5. External factors (Y)

	Year 2007	Year 2010	Year 2012
	Y= (E) +(F) +(G) +(H)		
	Y= (E) 10+(F) 9 +(G) 9+(H) 7	Y= (E) 9+(F) 7 +(G) 9+(H) 6	Y= (E) 10+(F) 7 +(G) 9+(H)5
∑Y	35	31	31

Source: Prepared by authors

Table 6. Ranking of tourist offer elements

Rank	Year 2007	Year 2010	Year 2012
1.	Space, resources, environment	Space, resources, environment	Space, resources, environment
2.	Population, employed	Recognisability, safety, being informed	Recognisability, safety, being informed
3.	Recognisability, safety, being informed	Population, employed	Population, employed
4.	Destination organisation	Contents	Contents
5.	Contents	Destination organisation	Destination organisation

Source: Prepared by authors

Figure 1. Method of TOWS matrix preparation

	STRENGTHS	WEAKNESSES
	Geographical and traffic position	Traditional product "sun and sea" prevails
	Steadiness of domestic and foreign demand	Pronounced seasonality
	Accessibility by sea, land and air	Insufficiently of differentiated offer
	Climate	Unfavourable structure of accommodation capacities and its insufficient quality
	Natural, cultural and historical heritage	Insufficient tourist equipment
	Tourist tradition	Insufficiently developed infrastructure
	Recognisability in markets	Destination management
	Local population's positive attitude towards tourism development	Ownership structure of future large economic subjects
	Mostly well-preserved environment	Partnership in tourism
	Strategic documentation and plans	Traffic problems – local traffic, car parking
	Educational institutions for personnel in tourism	Insufficient tourist signposting
	Professional and scientific support (research, development and innovations)	Absence of well-known brands
	High security levels	Absence of synergic effect
	Unity of diversities	Lack of original souvenirs
	Rich cultural and historical heritage	Insufficient coordination of tourist agencies and cultural contents
	Archaeological localities	Dissatisfaction with the offer of organised tourist products
	Gastronomic offer	Low number of tourists outside motives 2S
	Potential for development of selective forms of tourism	Insufficient valorisation of cultural heritage
OPPORTUNITIES		

New tourist product Selective tourism forms Area and product diversification Integral quality advancement Possibility of a year-around business Better positioning in markets Sustainable development Promotion of local cultural identity Partnership Involvement of cultural sector in destination tourist product Expected growth of international tourism Spatial revitalisation	S-O strategy: Maxi-Maxi Use of strengths in order to use opportunities.	W-O strategy: Mini-Maxi Overcoming of weaknesses in order to use opportunities.
THREATS		
Developmental options conflicting in quality Competition by other Croatian coastal destinations Increasing number of "new" destinations in the world tourist market Potential pollution Visual spatial pollution Excessive construction Spatial overcrowding -surpassed receptive potential in some areas Number of inhabitants in the future as opposed to developmental needs Unpredictable surroundings ZERP	S-T strategy: Maxi-Mini Use of strengths in order to face threats.	W-T strategy: Mini-Mini Overcoming of weaknesses in order to defend against threats or avoid them.

Source: Preparation and conclusions by authors

Organized crime in the field of narco-criminality as a challenge of Western Balkans Countries: a special overview of Montenegro

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Abstract

The Balkan region is an integral part of the "new" European environment. However, the involvement of the Balkans region in the new European architecture has been particularly problematic, with negative consequences for the entire European space and for the evolution of European integration. The process of transition and recovery now underway in many Balkans states, following years of conflict and instability, has given rise to new challenges for the region. In the political sphere, the main challenge has been the establishment of a liberal democracy, given that most countries in the region were only "partially" democratic before the Balkans conflict. A second important challenge has been to establish a positive identification of the state by its citizens. In the social field, one can observe weak organizational capacity on the part of social actors, and an underdeveloped civil society. In this context, the presence of organized crime has a particularly detrimental effect on the development, stability and security of the Balkans in general, and it poses a challenge to the state apparatus and a major obstacle for legal, political and economic reforms. Organized crime is an open and extremely painful wound in human society around the globe. Distinguished experts in this field consider the Balkans Peninsula to be an entry gate for organized crime in Western Europe. Therefore, organized crime not only presents a risk for individuals and the society within a specific country, but it also presents political problem across countries. In this part of our Peninsula, Montenegro plays a key role. However, this fact does not exclude the reality of cooperation between Serbian, Italian, Greek, Russian organized criminal groups, which are the main transporters for narcotics, since many organized criminal groups are composed of the different ethnicities. In an effort to clearly present a picture of this phenomenon, the present paper will firstly present research which is key to understanding the criminal structure of organized crime groups in Montenegro. In addition, this paper will examine the cooperation that exists between organized crime groups in Montenegro and other international groups, including their interests in criminal activity generally, and the field of narco-criminality in particular.

Key words: state, organized crime, Montenegro, criminal groups, narco-criminality, etc.

I. Introduction

With the collapse of communist regimes in Eastern Europe and beyond, and as part of the euphoria for union followed the Maastricht Treaty, a perspective of a future of a united Balkans seemed possible in a democratic Europe. After the fall of communism, all Eastern European countries were forced to undergo a double transformation, where the most important challenges to be faced were economic transformation and political democratization. Despite these transformations, some other issues were of importance to the situation in the Western Balkans. In that period, the main concern of the region was mainly related to "state-building", in the true sense of the word, although with different profiles for individual cases, starting from a weak state, with an unfinished state-building in Albania, to building up the state and nation in Yugoslavia.

Re-focusing attention on the issue of nation-states could result in disturbances for the whole region, where the dissolution of the Western Balkan countries constitute the most acute problem to be faced. Apart from the dissolution of Yugoslavia, the state of Montenegro went through difficult periods of disturbance. These developments in the region are often referred to as the process of "Balkanization". This phrase aims to describe the situation of the Western Balkans countries in the 1990s, with the dissolution of Yugoslavia and failure of the state in Albania being the last phase of the process of dissolution.

II. Challenges of the Western Balkan countries

As noted above, the process of transition and recovery from the Balkans conflict, and related instability, brought new challenges for the region. In the political sphere, the main challenge has been the establishment of a liberal democracy, due to the fact that most countries in the region were "partially" democratic. The second important challenge has been to

establish a positive identification with the state by the citizens. In the social field, a weak organizational capacity of social actors and an undeveloped civil society has been notable. Organized crime has a harmful impact on the development, stability and security of the Balkans in general, and it poses a challenge for state mechanisms and a major obstacle for legal, political and economic reforms.

A number of issues are threatening European security overall, particularly transnational organized crime, international terrorism, ethnic and religious conflicts, trafficking of human beings, drugs and weapons; all these issues are thriving in an environment of political uncertainty and economic deterioration. The stability in the Balkans is ruined with criminal networks, and therefore this issue is a major challenge for the European Union. Success is not only important for the interests of European security, but also will serve as a model for elsewhere. The EU Strategy, "A secure Europe in a better world", adopted by the European Council in December 2003, notes that Europe is the main target for organized crime and lists it as one of five "main threats" until European Union. The EU Security Strategy considers that "restoring good governments in the Balkans, encouraging democracy and enabling the authorities to tackle organized crime, is one of the most effective ways to treat organized crime within the EU". The EU has adopted an integrated approach for the region in fighting against organized crime in the Balkans, however, this strategy lacks an effective system of operation and practice, and a targeted approach for each specific form of trafficking. It is an undisputed fact that the largest amount of drugs brought from Central Asia passes through various Balkan states, as transit places to the rest of Europe. The use of these routes for drug trafficking and other smuggling is not only due to the appropriate geostrategic position of these states, but also due to the extremely low level of professional police and customs services of these countries. Thus, easily corruptible state officials, and inadequate legal treatment of these criminal activities, has meant that narco-criminality has become very dangerous and harmful for the society in general and in particular for individuals and our families.

Activities of criminal groups are also becoming more complex. The current trend is for a free network of cooperation between various criminal groups, and above all, inter-ethnic cooperation instead of rivalry. According to reports of the European Police (Europol), Organized Crime (2005 and 2006), "Albanian speaking" organized criminal groups will likely gain the majority control of the illegal drug market that is being developed in some European countries.[8] According to the United Nations Office on Drugs and Crimes, about 70% of the heroin that enters Germany and Switzerland passes through the western Balkans, and is brought by Albanian criminal groups.[9] From Albania alone, about 30 tons of cocaine passes yearly in direction to EU by air routes.[10] Many authors emphasize the fact that organized crime is also supported by politics. Thus, combating organized crime must be one of the first priorities of the governments of the Balkan countries.

III. Legal and Politic transition of Montenegro

Montenegro is a country in Southeastern Europe; it has a coast on the Adriatic Sea to the south-west, and is bordered by Bosnia and Herzegovina to the northwest, Serbia to the north-east, Croatia to the west, Kosovo[http://en.wikipedia.org/wiki/Montenegro] to the east, and Albania to the south-east. According to the Office for Statistics in Montenegro, the total number of people who live in territory of Montenegro in 2011, was 620,029 thousand. The highest percentages of persons are aged between 15-64 years, amounting to 68.1% of the total population. The result of first free elections in Yugoslavia since World War II, held in 1900, set the stage for civil war that broke out in summer and fall 1991.[11] After the dissolution of the SFRY in 1992, Montenegro remained part of a smaller Federal Republic of Yugoslavia along with Serbia.

In the countries of Southeast Europe today, which dictate the largest part of the agenda of security in Europe, there are three types of security threats. Rather, they are "broken" through various and numerous coalition compromises, which make them a very distant reflection of the political will of the citizens.[12] In other words, the current structure of government in most countries of Southeast Europe is partly illegitimate. As the governments do not or reflect the attitudes of its citizens, the political elite are therefore forced to fight for survival - and for the survival of those who govern political life - through unhealthy compromise with coalition partners and other influential individuals and groups. In short, the integrity of such political elite is compromised, and they cannot be a reliable source of social stability, or individual security, for citizens. This kind of insecurity threatens an individual citizen in a manner that is in theory known as "Dominion threat".

After eight years of independence, Montenegro is still undergoing transition within all institutions of government. However, a main focus has been on economic development and fighting crime, especially organized crime such drugs trafficking, human trafficking, money laundering etc. Among Western Balkan countries in particular Montenegro cannot be considered to have substantially more disaggregated crime overall, though the level of crime is increasingly being raised. However, the increased tendency for crime to be "dangerous" is clearly observed in reports published by Europol and Interpol. Until the announcement of an independent Montenegro through referendum, the country was known as "the

exporter and importer" of stolen luxury cars in European countries, the USA, and Asia, as well as from countries of the Balkan Peninsula towards the countries of the Middle East.

All countries of the West Bank in particular Balkan countries which are detached from the clutches of the Yugoslav regime still rely on nepotism, support and funding of political parties by "dirty" businesses run by organized crime. Also, the situation when an affiliate of many law enforcement institutions, we involved the Yugoslav regime in criminal groups, paramilitary and military order lifting and reaching unbridled desires Yugoslav regime, especially from 1990 onwards has created a situation usually not because, first considered criminal groups must fight organized crime that are within about themselves within the state apparatus thereafter combat criminal groups that have nothing to do with the state apparatus, so exit from this abyss without moral accountability political, legal and political influential persons, and holders of the public institutions in Montenegro has led to an unstable situation for the fight against organized crime. In 2002 Serbian criminologist Dobrivoje Radovanovic reported that the infrastructure of criminal organizations, which was promoted intentionally by government authorities in the 1990s, remained intact:

> "… it is true that the police have been largely responsible for the existence of organized crime in our country since 1992. The State Security [Service] to be precise. They invited prominent underworld bosses to be their associates in the battle for the Serbian national interests in Bosnia, Croatia, and other parts. The secret police was through them involved in the plundering, war crimes, and war profiteering. They enabled every prominent criminal to have a DB [Security Service] identity card. A consequence of that was the overlapping of the secret police, the underworld, and the police.[13]

IV. The concept of Organized Crime

The definition of organized crime varies from agency to agency, from state to state. The joint plan of the European Union of 21st December 1998, has determined that in all member states, a 'criminal organization' will be called the organization that has a structure, consisting of two or more persons, designed to operate for a certain time and commit crimes for which the law provides a minimum of 4 years imprisonment or more severe punishments.

Organized crimes must be considered as crimes committed in criminal groups, and several conditions must be filled; of these, four key elements must exist:

- Collaboration of three or more persons;
- Their criminal activity for a long time;
- Committing crimes with serious risks;
- With the aim of gaining wealth;[14]

Organized crime has a proper organized structure, in which the interest of operations is focused on a relatively large number of criminal acts, starting from: trafficking of drugs, prostitution, money laundering, illegal privatization of public enterprises, threat, trafficking of weapons and ammunition, smuggling cigarettes, trafficking in stolen vehicles, robberies, kidnappings, trafficking in persons, art thefts, murders etc. Trafficking of drugs and human beings, as known, hold the first place in the profits made by criminal organizations.[15] Violating the interest of criminal organizations that deal with trafficking of drugs causes violence and unimaginable consequences between criminal groups; typically, these groups are rivals to each other in terms of ownership of different markets to sell drugs.[16] As can be seen, all countries in the region face many challenges. However, Montenegro is on its way to establishing rule of law, and fighting against criminal activities and basic causes of crime. Thus, for example, in April 2003, the government of the Republic of Montenegro adopted an 'Action Plan' for preventing drug addiction of children and youth in Montenegro, based upon coordinated acting of the Officials of the State Administration, Units of the Local Self-Governance, Associations, citizens, Legal and Physical Persons.

IV. A. Organized crime in the field of narco-criminality with special overview in Montenegro

The existence of organized crime in Montenegro can currently be expressed only through the statistics of criminal offences with the elements of organized crime.[17] Organized crime is mainly invisible and often closely connected to the legal economy.[18] Organized crime in Montenegro is similar like other parts of Europe, and the region is expanding its network into different types of trans crimes, including a large variety of criminal activities. As such, organized crime presents more and more a combination of low-risk and high-risk activities, by creating flexible international relations which can easily adopt and respond to the strategies of law enforcement. In addition, organized crime is exploiting legal economic

activities in order to legitimize their criminal activities and applying high technology, especially for hiding and encrypting communications.[19] The reports and analysis of the regional and international police organizations and other law enforcement agencies in the countries of the region, as well as the current practice of the Police of Montenegro, indicate that organized and serious crime is very difficult to detect. The collection of evidence is complex, especially in cases of transnational crime. Preventing and fighting serious and organized crime, therefore, receives a high priority on the political agenda, especially with the view to future accession to the EU, and the need to align the standard and practice for fighting organized crime, UN conventions, conventions and recommendations of the Council of Europe, directives and decisions of the EU framework, and responding to other international standards.[20] Smuggling and trafficking of narcotic drugs is the main activity of the organized crime in Montenegro. The most common types of drugs that are subject to the business of organized criminal groups are heroin, cocaine, and marijuana (cannabis). In relation to the estimated amounts of drugs smuggled by the OCG from Montenegro, it can be concluded that Montenegro is, to a lower extent, the final destination, but that it is mainly a transit zone. In some cases, it has only the role of a logistics base for the organization and implementation of the activities designed abroad.[21]

IV.A.1. The groups of Organized Crime in the field of Narco-Criminality in Montenegro

According to specialists of the State Police and Intelligence Agencies, there are considered to be certain organized crime groups in Montenegro. The priority activity of these groups is trafficking of drugs. Indeed, the existence of these groups is logical, given that Montenegro represents an important link in Balkan road of transportation narcotics. If one considers the global map of narcotics trafficking, there are three main routes of trafficking from Africa or Asia involving the Balkans region. These routes are as follows:

South Street: Afghanistan → Pakistan / Iran → Turkey → Bulgaria → Kosovo, Republic of Macedonia, Albania or Montenegro → Italy.

Central Street: Afghanistan → Pakistan / Iran → Turkey → Bulgaria → Republic of Macedonia, Montenegro, Serbia or Bosnia and Herzegovina → Slovenia or Croatia→ Italy.

North Street: Afghanistan → Pakistan / Iran Turkey → Bulgaria Romania Hungary or Ukraine → Austria, Slovakia, Poland or Germany.[22]

Therefore, one of the most critical and important aspects to be examined in this research paper is the organizational structure of those criminal groups operating in the territory of Montenegro. According to a publication on the "Novinar Online" web portal, which has a publication date of 17.05.2007, Montenegrin police compiled a detailed list of all criminal groups in the country and abroad; it totaled 700 criminals. Whereas Serbia had the 'White Book' of organized crime, Montenegro has made the 'Blue Book' of Montenegrin mafia. The 'Blue Book' is printed in one copy only, and it is kept in the safe of the Staff Director of the Police. Last week, Veselin Veljović, Director of the Police, gave an insight into this just finished list to members of the Parliamentary Committee on Security. The 700 named criminals operating in Montenegro are involved in approximately eight organized criminal gangs - in Podgorica, Bar and Rozaje there are two gangs, and in Niksic and Berane, respectively, one.[23]

IV.A.1.1. Podgorički Klan 1

In the capital of Montenegro there are a number of criminal groups. Among them, a group led by brothers Gjurasevic stands out in terms of organizational structure and financial power. This group "specializes" cross-border drug smuggling from other West Balkan countries. The group is occasionally engaged in weapons smuggling, and the activities were expanded to include the smuggling of expensive cars from Montenegro to Albania and vice versa. They are connected with other organizations in Podgorica, Bar and Niksic, and Serbia and Croatia.[24]

IV.A.1.2. Podgorica Klan 2

Podgorica has the second criminal group managed by the brothers Dresaj. This group specializes in the smuggling of hard drugs from Albania to Montenegro. Organizationally linked, the brothers Gjurasevic together control the transit of narcotics through the territory of Montenegro and the former Yugoslav republics, achieving cooperation with other groups in Montenegro, Albania, Croatia, Bosnia and Kosovo.[25] In a police operation called "Viper", which took place on 25

August last year, the brothers Dresaj, together with M. Gjurasevica and G. P. from Shkodra, were arrested for unauthorized production, possession and distribution of narcotics. [26]

IV.A.1.3. Baran Klan

The Podgorica groups are closely linked to Baran, who, according to police, have recently taken over the Montenegrin underground. The Bar clan has a higher level of organization, and significant financial resources and logistics in the wider area of Montenegro, Belgrade and abroad.[27]

IV.A.1.4. Niksicki Klan

The Niksicka group, the so-called "Kvartasi", is involved with drugs smuggling, according to police sources, this group works with most of the Podgorica and Baran groups, and "colleagues" from the Serbian Republic. Also noteworthy is the "Rozaje group", in terms of connections with criminal structures in neighboring countries, as well as the financial power. This group is mainly engaged in the sale of heroin from Afghanistan and Turkey.[28] The strength of these gangs, clans and individuals, according to the conclusions of the National Security Agency of Montenegro, means that they are linked not only with European and international mafia, but with parts of the political structure itself in Podgorica.[29] There is also the possibility that criminal structures associated with individuals from the Montenegrin state bodies and institutions could provide logistical support for their criminal activities. It should be borne in mind that such a phenomenon could have very serious consequences and significantly slow down the process of reform of the Montenegrin society.[30]

IV.A.2. Trend of narco-criminality in Montenegro

In relation to the area of operations, the criminal activities of organized groups in Montenegro can be roughly divided into two main

forms:

- Smuggling through the territory of Montenegro and local drug distribution: where the organization and realization is connected to the territory of Montenegro.

- Transcontinental smuggling and smuggling through the Balkan route and distribution in the European countries: where the realization of the criminal activity is conducted relatively far away, but the organization, at least one part of it is conducted at the territory of Montenegro.[31]

Organized crime groups in Montenegro are involved in trafficking of certain types of drugs which generally reflect the special interests of those groups.

IV.A.2.1. Trafficking of Heroin

Montenegro has major seaports and remote mountainous borders with Serbia, Bosnia and Herzegovina, Albania and Kosovo. Despite this, it is difficult to find evidence of large scale heroin trafficking in the country. The small volumes seized have declined since 2009 and average less than 10 kg per year.[32] Apart from a handful of exceptions, neighbors of Montenegro have not reported receiving even medium-sized shipments of heroin for further trafficking in recent years. This is supported by Montenegrin law enforcement, which reports that, "a decline in heroin business is observable" and adds that, "[i]n the case of heroin it is quite characteristic to smuggle it in smaller packages ranging from 2 to 5 kilos. In contrast, cannabis shipments transported through the country and continuing northward are on the increase."[33]

Local organized criminal groups in Montenegro are likely to be bypassed and/or excluded from the land heroin route by the Albanian organized crime groups, unless they strengthen their "alliance" and offer favorable conditions for the transport of heroin through Montenegro, as compared to the competition in the region. The latest confiscations of heroin in Montenegro, by their quality and quantity, indicate that they were mainly intended for street sale, and not further smuggling to the EU countries. This is confirmed by smaller confiscations of heroin in the neighboring countries, whose transport was organized through Montenegro, suggesting that this channel is used less and less.[34] In Montenegro in 2011 there are 1, 283 heroin users, is big problem to have the exact number of the users of opiates or other drugs.[35]

IV.A.2.2. Trafficking of Cocaine

At a higher level, organized criminal groups from the Western Balkans have established operational bases in Latin America, maximizing their profits by sourcing cocaine directly from producers.[36] Groups from Serbia and Montenegro in particular have been involved in such trafficking activities, exploiting links and associations with Southern Cone countries in South America.[37] Often, these groups do not traffic cocaine though South-Eastern Europe, but the proceeds may be laundered in the region. In recent years, Bulgarian, Serbian and Montenegrin sailors have often been implicated in cocaine trafficking from Latin America to the ports of Antwerp and Hamburg. The biggest damage Montenegro suffers is due to the criminal activities of cocaine smuggling, which is operated worldwide by several dozens of criminals originating from Montenegro, out of which a certain number are not Montenegrin citizens. In this way, organized criminal groups are increasing their financial power and influence. Because of the widespread network of contacts at key points, where criminals are originally from Montenegro engaged in organizing parts of cocaine smuggling and distribution, the consequences of a failed job, errors or fraud that occurred abroad, may result in violence against members of the group or close associates in the territory of Montenegro.[38]

According a publication in "The Guardian", which is web portal, "….Customs officers in Montenegro have seized 250kg of cocaine smuggled beneath a shipment of bananas, authorities described as the biggest drugs haul ever, the cocaine was worth about €12.5m (£10m) and was seized in the southern port of Bar, a well known transit route for South American drugs heading to Europe…".[39]

IV.A.2.3. Trafficking of Marijuana (Cannabis Sativa)

According to the UNODC annual reports questionnaire Cannabis trafficked into Montenegro and Serbia comes from Albania and about half of this amount remains there, with the rest continuing on to Bosnia and Herzegovina and Croatia. Albanian cannabis is also trafficked to Italy and Greece. Cannabis production in the southern areas of Albania is believed to be destined almost exclusively for export to Italy. Albania as a country which is the direct neighbor of Montenegro, and as a producer, has the most negative impact that on the local market in Montenegro. Marijuana is present in sufficient quantities, at low prices and easily accessible to the younger generation, the highest-risk category for this type of drugs.[40] Due to the relatively easy available "skunk" in the neighboring Albania and the possibility for quick profit gains in short period, the smuggling of these types of drugs through Montenegro became a criminal activity in which mostly new, and usually temporarily affiliated individuals, are included. Cannabis herb is said to be trafficked by road from Albania through the Former Yugoslav Republic of Macedonia and Bulgaria to Turkey. About 20 per cent of cannabis herb that is trafficked in Croatia is domestic in origin, with the balance being brought into the country from Bosnia and Herzegovina (about half of the total), Montenegro, Serbia and other countries.[41]

About half of this remains in Croatia, while the rest is sent on to Western Europe. All domestically produced cannabis is consumed in the country, however.[42] In Montenegro, law enforcement seizures cannabis herb in 2011: 804 kilograms and in 2012: 1,022 kilograms.[43]

IV.A.3. Drug use among the general population and young people

Drug use among young people was fairly limited in Montenegro until approximately the end of the 20th century, and the social and health impact was similarly restricted. However, in the mid-1990s, drug use started to spread quickly (which was later than in neighboring countries), and by the start of the 21st century, the use of illicit psychoactive substances had become a significant public health issue. Surveys on drug use among the general population have not yet been conducted in Montenegro. Research conducted in 1999 by the Health Protection Bureau among a sample of 4 054 primary and secondary school students from across the whole of Montenegro revealed that 3.1 % of all participants had tried a drug in their lifetime — 0.4 % among primary school pupils (11–14 years old), and 6.7 % among secondary school pupils (14–18 years old).[44]

According to Ministry of Health for Montenegro, in 2004, the Public Health Institute of Montenegro conducted a national survey with a sample of 3 964 pupils from the fifth grade of primary school to the fourth grade of secondary school (11–18 years). This corroborated an increase in drug use — 5.8 % of respondents had ever used a drug in their lifetime, more specifically 2.3 % of primary schools pupils and 10.1 % of secondary school students. Some 77.6 % of students who had experimented with drugs were from secondary school, with the highest percentage in the second grade (30.6 %). Most children first tried drugs in the upper classes of secondary school (third grade of secondary school 28.7 %, and fourth grade of secondary school 24.6 %), but 1.6 % of children first took drugs in the fifth grade of primary school. Drugs were most

used in the southern region (4.7 %), somewhat less in the northern region (4.1 %), and least in the central region of the country (3.8 %).[45]

According to the European Monitoring Center for Drugs and Drugs Addiction, the European School Survey Project on Alcohol and Other Drugs (ESPAD survey) was implemented for the first time in Montenegro in 2008, by the Public Health Institute in cooperation with the Council for Information and Other Drugs (CAN) and with the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA). The target population was students born in 1992. A complete population of first graders from all secondary schools was taken as the survey sample in Montenegro. The final sample size comprised 7 557 students. Results of the survey showed that, excluding alcohol and tobacco, the most frequently used (illegal) psychoactive substances were marijuana and inhalants (life time prevalence of 4 % each), followed by tranquillizers/sedatives.[46] Estimates of problem drug use, defined as 'injecting drug use or long-duration/regular use of opioids, cocaine and/or amphetamines' relevant for the whole country are not available. Very limited information is available in Montenegro on the research study among injecting drug users conducted in 2005/2006 that attempted to estimate the number of injecting drug users in Podgorica (Simic et al., n.d.). The research was financed by the UK Department for International Development, and implemented by the Imperial College in cooperation with the United Nations Development Plan (UNDP) Serbia and Montenegro, the Public Health Institute of Montenegro, and the NGO Juventas.[47]

According to the available results, the crude estimate of the capture–recapture study was 950 injecting drug users (95 % CI 675–1 455) in Podgorica. The under-reporting and the misclassification of identifiers produced unrealistic sparse overlaps among the three sources, so crude estimates were inflated. According to the estimates based on validated and adjusted counts, the number of injecting drug users was 660 (95 % CI 520–909) in Podgorica, 0.7 % of the 15- to 49-year-old population. It should be noted that the police data contained a larger percentage of women than the other two sources based on voluntary participation (20 % in the police versus 7 % in the survey and 4 % in the drug treatment data).[48]

According in the annual report of Internal Ministry of Montenegro, in 2002, there was total number of 6950 criminal charges submitted against 5542 persons. Within the field of combating against narcotics, 305 criminal offences were registered (223 illegal manufacturing and trafficking with narcotocs – Article 245 of previously valid KZ of SJ and 82 enabling to use narcotics – Article 246 of previously valid KZ of SRJ).1.741.487,05 gr of narcotics were confiscated.

In the year 2003, 295 criminal offences were detected concerning narcotics, namely: 207 criminal offences of illegal manufacturing and trafficking with narcotics and 88 criminal offences of enabling the use of narcotics.[49] Criminal charges were submitted to the competent Prosecutors against 276 persons; from these persons 875.336,6 g of narcotics were confiscated, out of which most was marijuana (862.500,49 g.) and heroin (12.210,11). In the Year 2003, the increased use and presence of heroin was noticable, and confirmed by confiscated quantity.[50]

According in the annual report of Internal Ministry of Montenegro, in 2007, there were 491 illicit drug seizures, totaling 289.2 kilograms. In 2008, there were 390 seizures, totaling 353.3 kilograms (an increase of 24 % in the quantity of drug seized). An increase can be observed in the seized amounts of marijuana (19.8 %), heroin (90 %) and cocaine (19.9 %), of the total number of suspects reported to the Prosecutor's Office and those against whom criminal charges were brought for criminal acts under the jurisdiction of the Higher State Prosecutor, the ratio of people against whom criminal proceedings were started for criminal acts related to drugs is over 60 %. As regards individuals imprisoned for drug law offences, data from the Institute for the Execution of Criminal Sanctions Podgorica indicate that the trend is for a constant increase in the number of convictions between 1995 and 2008. With the exception of 2002, this figure rose constantly and it stabilised at approximately one quarter of the total number of people sentenced, while in 2007 it reached almost one third, and in 2008 the proportion was even higher.

In 2010, the total number of reported offences was 10 033, of which 262 were reported for offences under Article 300 and Article 301 of the Criminal Code. Requests for the investigation were initiated against 2 923 persons, of which 259 for the offences from Article 300 and Article 301 of the Criminal Code. Some 5 588 persons were convicted, of which 272 persons were convicted under the Article 300 and Article 301. Judicial decisions have been made against 7 014 persons, of which 343 for the offences under Article 300 and Article 301 of the Criminal Code.[51]

IV.A.4. Legal framework in Montenegro that regulates the fight against narco-criminality

Criminal offences related to the production and trafficking of narcotic drugs are stipulated by the Penal Code of Montenegro, in Chapter XXIV— Criminal Acts against Human Health (which indicates that the protective object of all forms of criminal deeds in this chapter is human health) (Official Gazette of Montenegro, No 70/03 No 70/2003, dated 25 December 2003). There are two statutory criminal acts related to drug abuse in the Penal Code of Montenegro:

unauthorized production, keeping and trafficking of narcotic drugs (Article 300), and facilitation of consumption of narcotic drugs (Article 301).

Amendments to the Penal Code (Official Gazette of Montenegro, No 25/2010 dated 5 May 2010) are laid down in Article 300 of the Penal Code. This article contains seven paragraphs. Article 300 stipulates that 'Anyone who unlawfully produces, processes, sells or offers for sale, or who for the purpose of selling buys, keeps or transports or mediates in the selling or buying, or in some other way unlawfully releases for circulation the substances or preparations pronounced to be narcotics, shall be punished by an imprisonment sentence of two to ten years'. Personal drug use is not sanctioned by the Penal code of Montenegro, nor is drug possession for personal consumption. In the frames of description of criminal acts related to drug misuse, the Penal Code of Montenegro does not classify individual drugs.

In 2009, the Parliament of Montenegro adopted the Law on Precursors for Narcotic Drugs (Official Gazette of Montenegro No 83/09). This Law is aimed at monitoring and control of manufacturing and placing on the market of substances which can be used in the manufacture of narcotic drugs and psychotropic substances in order to discourage their diversion or use for illicit purposes, as well as to protect people's lives and health and environment from harmful effects of precursors.

In 3rd of June 2011, The President of Montenegro, decree on proclaiming the law about preventing drugs abuse. This Law set out the measures for preventing the use of illicit drugs and for dealing with users of illicit drugs. The measures cover informational, medical, educational and consulting activities, medical treatment, measures for rehabilitation, social security services and programs for the resolution of social problems related to the use of illicit drugs and monitoring of the consumption of illicit drugs which will be carried out by the competent ministries.

Montenegro has both a national drug strategy and an action plan for implementation of the strategy. The Government of Montenegro, adopted the following documents: the National Strategic Response to Drugs 2013–2020 and, as its integral part, the Action Plan 2013/2016 for Implementation of the Strategy. The strategy represents a continuation of previously completed work in the field of drugs in Montenegro. The objectives of the national strategy are both general and specific.

IV.A.5. National, Regional and International obligation of acting for Montenegro

The war of fighting an organized crime, need more national, regional and international obligation of acting to win betel against smugglers and drugs in general. Montenegro has international obligations to respond and in below they are some conventions, regulation:

- Unique Convention on Narcotics, from 1 August 1961, amended by Protocol, from 25 March 1972;
- Convention on Psychotropic Substances, from 21 February 1971;
- European Convention on Fighting Against Terrorism, from 27 January 1997;
- Convention on Protection of Human Rights and Fundamental Freedoms, from 4 December 1950 and belonging Protocol.
- Convention on Laundry, Following, Depriving and Confiscation of Incomes from Criminal Offences, from 8 November 1990;
- International Convention on Combating Financing of Terrorism, from 9 December 1999;
- Roman Statute of the International Criminal Court.
- Convention of UN on Fighting against Illegal Trafficking with Narcotics and Psychotropic Substances, from 20 December 1988;
- Declaration on Intention on Legal Definition of Victims of Trafficking with Human Beings, elaborated in Tirana on 11 December 2002 within the frame of Stability Pact for SE Europe, which among others contains :
- Anti-Trafficking Declaration of SE Europe signed in Palermo on 13. December 2000;
- Protocol of UN for Preventing, Combating and Punishing of trafficking with human beings, especially Women and Children, as Supplement to the Convention of UN for fighting against Transnational Organized Crime (15 November 2000), which obliges participant Countries to "examine introducing of legal and other appropriate

measures", which would enable trafficked persons "to stay at their territory, temporary or permanently, in appropriate cases";

- Trafficking with Women with the Aim of Sexual Exploitation (26 April 1997), which recommends establishing of privileged residence status for trafficking victims during the criminal proceedings.

- Decision Nr.1 of Council of Ministers of OESCE on increasing efforts of OSCE in fighting against trafficking with human beings (28 November 2000) to " examine introducing of legal and other measures, like shelters, which would allow victims to stay at their territories, temporary or permanently, in appropriate cases";

- Hague Ministerial Declaration on European Directives for Effective Measures for Preventing and Fighting against;

- Recommendations of EC R (2000) 11 for Action Against Trafficking with Human Beings with the Aim of Their Sexual Exploitation (19 May 2000), which invites all member Countries to assign to the victims " temporary residence status in the Country in which they are…in order to allow them to be witnesses in the Court proceedings against accused", also in order to provide victims with on time social and medical care;

Priorities for implementing of National, Regional and International obligations are:

- Developing of operative mechanisms based upon EU (SAP) standards;

- Cooperating among States aiming organizing of joint operations against organized crime and exchange of information;

- Harmonization of legislation according to JHA standards;

- Active participation in all activities within the frame of anti-corruption initiative of Stability Pact (SPAI);

- Institutional capacities of Montenegro in fighting against organized crime;

- Implementation of obligations coming out from the membership in EC (PACO and GRECO);

- Intensifying of the cooperation among competent officials in order to estimate actual situation regarding legislative and

- Providing of technical and financial support.

IV.A.6. Conclusions and Recommendations

During the analysis, and research of this paper have reached the conclusions and recommendations which first of all will be able to serve others, as a reference point for research and scientific studies regarding the issue challenges the Western Balkan countries in terms of Organized Crime in the field of narco-criminality. Therefore, we present the following conclusions and recommendations:

•Western Balkan countries all over present transit route for narcotics mainly heroin from Central Asia in terms of Western European countries.

•The experience of the communist system, the economic situation and in most cases the emergence of Western Balkan countries by conflict or war developed has led to the creation of criminal groups dealing with organized crime. Each entity in the Western Balkans plays a key role in the trafficking of narcotics or psychotropic substances.

•The main reason for the high level of organized crime in the Western Balkans after researching and analyzing the factors, also presented a high level of corruption in law enforcement agencies not excluding Courts Prosecutor and state level.

•Different countries are taking every possible measure for preventing and combating narco-criminality by making available the large financial funds and numerous tools to prevent this phenomenon, capturing and bringing the traffickers accountable.

•Exchange of experiences and training of law enforcement regarding narco-criminality and the fight against organized crime in general.

- Strengthening border control from the Western Balkan countries and co-operation may represent one of the most important activities to combat narco-criminality.

- Design and create a strategy within the Western Balkan countries with the aim of unifying all law enforcement agencies for information exchange and joint fight against narco-criminality.

- Creating a regional center which will include all the Balkan countries in order profiling of organized crime groups and the establishment of joint investigation teams.

- established institutions and adopted Laws, according to European standards, in order that Police work gets support by the appropriate Judiciary System;

- implemented the Anti-Corruption Strategy (cooperation with public and implementing of Anti-Corruption Laws);

- strengthened capacities of financial investigation, control of " money laundry" and seizing and confiscating of incomes earned on criminal way;

- provided that Officials of the State Administration possess practical and technical means for fighting against single criminals and organized criminal groups;

- Provided that these measures could be additionally strengthened by better cooperation, exchange of information and coordination within each of countries;

- Provided for public support in fighting against crime on such a way that it will be encouraged the clear message to the public on the need for combating crime.

- Combating and detecting of corruption and organized crime are attained not only by detecting, sentencing and punishing of perpetuators of these criminal offences, although that is one of key elements not only for combating of organized crime, but for stabilizing of legal system, generally. First of all, it is necessary to undertake measures for introducing of European Standards for fighting against organized crime

- Improving of conditions for the work of Judiciary and stabilization of Judiciary System, as well as equipping and introduction of the modern Information System.

- Permanent education, especially in the fields regarding the possibilities of criminal prosecuting of corruption which should have to be connected with influencing onto professional awareness and ethics of judges in order to achieve the higher level of awareness on its danger and harmfulness, as necessary prerequisite for effective work.

- Applying of Judges' Ethic Code, as qualitative basis for establishing of professional criteria etc.

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CHALLENGES IN COMBATING THE CYBER CRIME

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Abstract:

The modern society today faces with the greatest achievements of technical and technological development, associated by rapid expansion of information technology and automation of work activities in all social life spheres. Such development in modern society has brought a large number of facilities on one side while, on the other side the presence of deliberate misuse of this technological achievement has also created a number of problems and risks towards individuals and groups in the society in general and national safety in particular. The approach how criminals (offenders) commit crimes has changed. Digital general approach has opened new opportunities for unscrupulous behavior. Millions of euros have been lost by businesses and customers from the use of computers as part of the commission of the crime. Computers and different networks can be used to attack victims or to prepare global violent acts such as terrorist particular among other. In absence of technology and trained personnel to deal with this new threat known as cybercrime, the security agencies are challenged by specialized cyber offenders which are known as hackers because apart from managing to break into state institution websites they are able to have unauthorized access to information classified as state secret and top-secret. Due to the global nature of computer crime, the general action in preventing and combating this type of crime, consists on building bridges of cooperation and coordinated action of all countries, and in this case of Kosovo in order to set international standards in the field of defense and security of information systems which standard would guarantee the success of a sustainable national perspective in combating threats from cybercrimes. In this paper, among others I will present the global aspect of cybercrime, the legal infrastructure defining cybercrimes and their forms, in, the role of security institutions in combating crime in general with particular focus on tackling cyber challenges, current threats and future threats related to cybercrimes, recommendations to combat these crimes, etc.

Keywords: crime, threat, cyber, security, classification.

Introduction

Cybercrimes represent one of the serious challenges for today's society. These crimes do not endanger the activities of public and private institutions but may endanger the person in its daily activities, private or professional sphere. Internet, as a new technology available to a vast number of users, it represents not only positive gain, but consequently it brings series of issues. The information technology today touches every aspect of life and humanity regardless of their location in the world.

Despite the benefits mentioned above, the rapid development of information technology has its negative side. The great achievements in this field opened new opportunities for anti-social and criminal behavior that previously were not achievable. The computer systems provide new opportunities for violation of the law, by creating potentials that push the perpetrators in committing various forms of crimes.

Cybercrime is a constant international threat affecting and acting beyond national borders, in such a way, making this form of organized crime as a global concern.

Cybercrimes may appear in various forms, depending on the way how it is committed and the intent of the perpetrators of these criminal offences, including online, fraudulent acts, thefts and cyber terrorism. This being said, the main reasons that facilitate the commission of this sort of crime is the globalization of technology and the revolutionary advancement of Information and Communication Technology(ICT), by having impact on criminal activities.

2. Aim and of objectives of the study

The main aim of this work it to reflect some general aspects of cybercrime, the weaknesses, challenges and threats of existing security systems of information from cybercrime. The essence of this work is to review the importance of this topic in our daily lives. The final intent of this work is to provide an overall and systematic examination, theoretical and practical

study of this matter that it would enable scientific approach in the field of cybercrime and to enrich with new knowledge from this field by identifying the need for developments in international efforts to combat the cybercrime.

The modern research in this field of organized crime proved to us that the number of criminal offences against security of information is increasing along with the civilization of humanity and development of informative technology.

3. Global spread of cybercrime

The cybercrime thrat is considered as one of the main threats for national security in XXI century. Precisely, the actual core importance in this aspect, assaults against informative systems of private, state and international organizations, organized in most of the cases by organized transnational criminal organizations, during the periods of armed conflicts or tense situations by state authorities, raised a specific importance to the cyber threats in these current historic moments, because of the increased probability of terrorist attacks and assaults during armed conflicts, to be focused towards information systems and structural information strategically vital for the defense of NATO and EU member states.

Cybercrimes present a great problem for the global community. The internet is the aim and conductor of such activity, because of its transnational characteristic the combat of cybercrime requires a well-coordinated international effort. Cybercrime has now become a new form of permanent threat, considering that a cyber-attack may destroy a country without a need to involve any personnel that would have to go that targeted country.

The loss estimation as a result of cybercrimes is extremely high. In year 2009, the Federal Bureau of Investigation, assessed that the yearly losses from cybercrimes in United States of America(USA) is over 10 milliard € each year. During 2002, George W. Bush as a president of USA received a concern letter from a group of 54 experts from the field of information technology, national safety and intelligence agency. The letter emphasized that American nation is in great threat from a cybercrime threat more immense than the terrorist attack of 11 September 2001. The targets were critical infrastructure of US, including electric power, finance, telecommunication, health care, transport, water supply and use of internet, therefore requested a quick reaction to decide in order to avoid a possible national disaster.

The Interpol has ranked the combating of cybercrime in international level as one of top five priorities. The European Cyber Crime Center known as EC3, has the most important role in the fight against cybercrimes which closely cooperates with European community, internet companies such as 'Microsoft', 'Google', and 'Symantec', by also expanding its activities in online payment systems such as: VISA, Master Card and PayPal. The EC3 is considered as neuralgic point of combating cybercrime, considering as the defense mechanism of European Union (EU) against crimes through internet. The EC3 is comprised of 43 security experts that continuously take effective measures to protect the interests of the users (private or public) of digital networks and to destroy the criminal organizations behind the anonymous coding to communicate freely in internet, without being exposed to the risk of being tracked or revealed.

The practice showed us that the organized crime understood the importance and benefit that the phenomenon of cybercrime would provide. The anonymity that the internet offers raised the interest of organized crime by taking over this phenomenon. To illustrate, during year 2000 a group of 20 persons experienced in field of information technology and linked with several mafia families, managed to clone a e-banking service of a bank in Sicily, by embezzling 400 million $ that was given by the European community for regional development. Upon embezzlement, they used other on-line banking accounts for money laundering and erase the trace by implicating distinguished banks such Vatican Bank and few banks in Switzerland.

4.   Cybercrime definition

Cybercrimes are means of unauthorized interception of computer systems and computer data through computers with intent to intercept the network and computer systems, in order to obtain personal data or manipulate with these data, use of computer resources for terrorism, intercept and obtain data from computer systems for financial, political and blackmailing purposes, unlawful hindrance of computer systems, acts against confidentiality, integrity and availability of the computer system data etc. There are a vast number of actions that are connected with cybercrimes in social aspect such as copyright issues on distribution of protected material such as scientific publications, musical projects, audio, video and other business and academic activities. More important, the intention to intercept the state organizations and access to classified information of different states, today represent a major concern and challenge of national security in electronic communication and data. There are a great number of possibilities used to reach their intent through computer crimes. The most common ones are distribution of various computer viruses to network of organizations, use of vulnerabilities in

computer systems, obtaining passwords and other personal details through email-messages and delivery of e-mails by unknown persons enabling unauthorized access to the email and obtaining personal data.

The traditional category of informatics crime committed through misuse of information technology has and continues to endure changes, as a result of continuous transformation of technology, by recoding new kinds of conduct, among them terrorism informatics that has to be criminally sanctioned as cybercrime, meaning that mostly the commission of traditional crimes by using as tool the information technology to accomplish their aim, or to commit a crime that has as an object to damage the information or computer systems.

5. Internet crimes

Internet crimes are the crimes committed in the internet or through internet. The perpetrator commits the criminal act in various ways through web pages. Forms and methods of committing the internet crimes vary, including distribution of erotic and pornographic material, hate crimes, prostitution, gambling, and destruction of data. The internet crimes can be applied as warfare against other state known as cyber warfare, money laundering known as cyber laundering through use of online financial services etc. Further we will review some of most common cases that occur related to cybercrimes.

5.1 Phishing:

"Phishing" is a deceiving method by use of email, that appear as official emails in search of potential victims, by pretending to be from their ISP, bank, or krijimi me pakice, with intent to gather personal and financial information. It is known also as a "spoofing mark" that is a method of stealing valuable information as passwords, credit card numbers, social insurance numbers, or bank numbers of authorized organization possesses. During this process the users are requested to visit a web page in the internet to recover their personal information through e-mail.

5.2 Identify theft

Identify theft is a crime committed mainly for personal gain, known as identify deceit. Through this crime, the identity of a person is stolen and used to commit a fraud by using the personal details of the victim, the insurance number, the bank account, or credit card number. The thief's of identify secure names, addresses, date of birth in order to apply for a loan on behalf of the victim. Internet is the most convenient place to commit an identity theft. It is easy for the criminals to use the credit bank details of a person in order to perform transactions that are done swiftly and without any previous personal intercommunication. "Background surfing" is a method that a thief may detect your password or Personal Identification Number(PIN), however this may be committed by means of attractive e-mail that contain a virus.

5.3 Credit card fraud

In credit card fraud, the attackers' unlawfully use someone's credit card topurchase goods and services through internet. The attackers may steal personal details by using different skills during transactions of a user in internet, or simply through social engineering skills.

5.4 Unauthorized downloading

Unauthorized download is considered a cybercrime. The authorized download from a website is permissible. However, any product that is copyright protected cannot be sold by any organization or an individual that is not authorized. Unauthorized downloading influences in sale of this product. Most of the crimes are committed because of available software tools to download. There are many issues that lead to illegal downloading such as, obtaining products with low price or free, there is no need for personal information, they are available worldwide. The entities that are most affected by illegal download through use of internet are: movies, programs, music, confidential and protected information, internet data etc.

5.5 Child pornography

Child pornography relates to activities involving sexual children conduct. The rapid development of computer technology provided access to production and distribution of child pornography. Not only girls and boys, but also infants have been victims of such abusive activities. The perpetrators abuse poor children, juveniles with limited abilities, and sometimes neighborhood children for sexual abuse. The children subject to sexual abuse through pornography suffer from mental depression, emotional recall, mood, fear and anxiety. The abused children as victims of pornography are severely traumatized because of illicit sexual abuse from perpetrators of this criminal offence. The children are forced to perform sexual act and often to perform sexual intercourse. The victimization of children is conducted in various and numerous forms. The victimization of the children unfortunately starts in an early stage. The children may be isolated and forced to become victims in any cost.

5.6 Fraud

The internet is uniform and is used as the most convenient market to promote business and services to the clients' worldwide. However, it is difficult to trace and identify the differences between the legal and fraudulent seller in internet, that deceive people through use of various opportunities that internet provides.

5.7 Cybercrime

Cybercrime is performed by use of computers in order to dispatch an electronic attack, through a system by committing multiple attacks in all computers worldwide. Cybercrime is a conjunction of terrorism and cyberspace. It is defined as a premeditated attack, political, motivated against information, computer system and programs, and data that lead to violence, against the targets from international groups or <u>clandestine</u> agents.

6 Kosovo Legal infrastructure regulating field of cybercrime

Considering the consequences leading to cybercrime, the states are obliged to conduct concrete steps in prevention and combating cybercrime, therefore the Republic of Kosovo, respectfully its responsible institutions has taken all necessary steps to penalize all illegal activities related to cybercrime. In Kosovo there was lack of legal infrastructure considering that criminal offences linked with security of information, including cybercrime were not foreseen in Kosovo Criminal Code or any specific law. I n order to advance in the <u>war</u> against cybercrimes there was a partial amendment placed in legal infrastructure foreseen by special law "Law on prevention and fight against cybercrime". The purpose of the law is to prevent and fight the cybercrime based on concrete measures, to prevent, discover and sanction violations through computer systems, by providing observance of the human rights and safeguard of the personal information. The cybercrime is defined as "a criminal activity carried out in a network that has as objective or as a way of carrying out the crime, misuse of computer systems and computer data". The computer equipment may be used to commit crimes in several ways: as object of attack, as subject for attack-tool to commit crime, tool for planning, to cover or lead criminal activity, as symbol for deception, as tool to prevent, examin<u>e</u> and prove the actions.

Even though the number of cybercrimes committed in Kosovo is relatively low considering the fact that during year 2012 there were 12 criminal offences, while during year 2013 there were 18 criminal offences recorded that were categorized as cybercrimes, however the number of these types of crimes is continuously growing.

Apart from the law on prevention and fight against cybercrime, there are other applicable laws that facilitate the fight of criminal groups and individuals that commit such criminal acts, the laws regulating further this issue are the Kosovo Criminal Code, Kosovo Procedural Criminal Code, Law on Electronic Communications, and other provisions deriving from international conventions and Laws that regulate police activities such as National Strategy Against Organized Crime and other national and sectorial strategies.

Law on prevention and fight against cybercrime foresees 15 punishable criminal offences such as:

> 1.Unauthorized access in computer systems;

> 2.Unauthorized interception;

> 3.Unauthorized interception of non-public broadcasting of computer information, from, to, or within a computer system;

4.Unauthorized interception of electromagnetic emissions from computer systems containing non-public computer data;

5.Unauthorized transfer, modification, deletion, erasure of the computer data or their limitation without authorization;

6.Unauthorized data transfer from computer systems

7.Penal acts against confidentiality, integrity and availability of the computer systems data

8.Unauthorized transfer

9.Hindrance of computer systems operation

10.Unauthorized production, possession and attempt

11.Causing loss of asset

12.Child pornography through computer systems

13.Sequestration, copying and maintenance of data

14.Access, obtaining or record of communications

6. The role of state institutions in combating cybercrimes.

State institutions have a specific role in combating crimes in general and cybercrime in specific. The terrorist groups may have their harm intents to access the state systems of high value for the state and security structure such as the police, military and other state security agencies.

The increase of concern by national state agencies to prevent and combat the cybercrimes in informatics or informative systems, including the cyber terrorism against information systems that are part of critical or strategic structures of one country, requires development of co-operation to ensure judicial co-operation in the fight against organized cybercrime and terrorism. The specialized criminal groups to commit cybercrime develop their activities through computer viruses against individual users of internet and above all with sophisticated operations aiming to block the official addresses of private and public institutions such as banks, in order to unlawfully obtain the data or to infiltrate to classified information so to exchange them. The specialized perpetrators known as hackers, do often chose as a target the webpages of governments, ministries, courts, prosecution, security and intelligence agencies. The hackers possess highly specialized skills and professional experience, where they act quickly and efficiently. Therefore, the officials of state institutions encounter difficulties in detecting and resolving perpetrators despite their high dedication, therefore they have built their professional capacities and to co-operate not only with national state agencies but also international state agencies.

7. The role of Kosovo Intelligence Agency in fighting cybercrime

In the scope of national security institutions of Republic of Kosovo operate the intelligence service that in their focus have the collections of information from persons or members of groups that threat national security by committing cybercrimes. The Kosovo Intelligence Agency (KIA) is a vital part of security section. Its primary role is the collection and analyzing of information for threats against the state and the population. The KIA is established as necessity of obtaining the information on time for intelligence, counter-intelligence, internal and external threats, international and national terrorism, organized crime, cybercrime, sabotage and all other issues related to intelligence and Kosovo security.

Apart from its role to gather information, the KIA performs the counter-intelligence activities. This activity covers the encountering and obstruction of cyber espionage and foreign intelligence services that are against the interests of the state. The agency is responsible of information protection and state information system, dealing with verification of security for all employees of the state institutions that have access to classified information. The essential role of KIA is to protect the state and its population. Preventing various crimes, including cybercrimes, terrorism and other threats against national security, the KIA contributes in the security and welfare of the society. It analyzes foreign and internal information, electronic communication through internet and gathers the information for un-information issues such as, propaganda, terrorism, sabotage, espionage etc. The KIA collects information from persons and members of the groups that threat national security with their incriminatory action including cybercrime.

8. The Kosovo Police role in fighting cybercrime

The Kosovo Police (KP) applies high standards of preserving the classified information. The data-center of KP is used for creating and functioning of entire service infrastructure such as servers, memory disks, network services etc. The entire service proceeding is done at the center where it is supplied with a robust server to perform the services needed.

Within the KP there is a cybercrime section functioning to investigate cases such as child pornography through internet, attacks in web-pages (governmental, various public institutions, business companies etc.), identity theft(purchase or order through credit cards), placement of scanners in ATMs, e-mail threats(against high profile public and institutional officials), fraudulent service activities through internet etc. The sector receives considerable number of requests from other states involving various cybercrime cases such as: web-page attacks, unlawful profit though services provided by web-page companies, use of unauthorized credit cards (identity theft) etc. Apart from the mentioned activities of the police regarding the fight against cybercrime, an important role has the co-operation with the prosecution office, the court and internet providers with bank representatives, customs and other institutions, depending on their needs. The close co-operation between relevant institutions is a primary or leading condition that cybercrime be prevented and fought efficiently and effectively. In regard to the international co-operation, we can assess it as positive but with intent to further develop it.

9. Challenges, current and future threat related to cybercrime

ost of the states have internal capacities and sources but they are insufficient to respond to cyber-attacks of major dimensions. The limited knowledge of internet of the users, motivation, the capability and facilitations that the criminals have to commit the criminal acts through internet, made the cyberspace an attractive environment for the criminals. The cybercrime is a phenomenon that touches upon a series of competencies, such as informatics, criminology, economy, justice etc. Therefore the cybercrime is to be considered as a complex phenomenon and the only way to confront it successfully is through a global approach in handling this problem. For this, there is a need for a co-operation between the experts of above mentioned fields in order to avoid partial solutions. The lack of membership of Republic of Kosovo in regional and international organizations in field of rule of law, remain the main challenges in fighting organized crime. Based on current assessments, there is no single state immune to the cybercrimes, therefore the local institutions in co-operation with international institutions need to be in alert and observe the activities of groups and organizations that may influence on the recruitment and financing of individuals for different cybercrimes.

10. Recommendations

During my analysis and research in this paper, in order to increase the efficiency in combating cybercrime i recommend:

- Further development and amendment of legislation to combat cybercrime in Kosovo, and full harmonization with international legislation. The foreseen cybercrime in the law on protection and fight against cybercrime needs to be incorporated in Kosovo Criminal Code.

- To increase the number of experts in the security organs and specialized units dealing with cybercrime.

- Advancement of inter-institutional cooperation between different structures of information technology for sensibilization of groups of interest and preventing the risk of their occurrence. The co-operation should be advanced not only within national security agencies but also with international security agencies.

- To supervise and filter the disaggregated information to prevent risks that could be brought through information in internet;

- Raising public awareness for proper use of resources in information technology in regard to cybercrimes.

- In order to advance the knowledge for applicable laws, the protection of privacy and intellectual property, with intent to sensibilize the methods and measures to prevent and combat the cybercrimes, there is a need to organize media debates, workshops and seminars with organizations for security and civil society.

- To create a global architecture of security of information in order to consider within the technical, operational, organizational, economical, judicial, regulatory and human dimension, and

- Drafting of National Strategy for Information Security.

12. Conclusions

During the analysis and research in this paper, the following conclusions have been reached: Technical-technological development associated by fast expansion of information technology and automatisation of work activities in all life spheres in modern society brought a number of facilitations, while on other side it brought a premeditated misuse of these technological achievements, while creating a number of problems and risks for individuals and groups, as well as for society in general. Because of its global character the computer crime, the general act in preventing and combating requires the advancement in co-operation and codified action of all states to combat effectively the cybercrime. The war against computer crimes is a duty of the entire society, which in Kosovo can be achieved by taking measures to create an international co-operation in harmonizing judicial legislation with developed countries under the European Convention of European Council.

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Narratives of the Portuguese Diaspora: Life, Literature, Cinema

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Abstract

This project aims to understand the contexts of life of the people involved in this process (rupture, integration, opportunities, etc.) and, in parallel, study the literary and filmic fiction whose subject is the Portuguese diaspora, seeking to draw analogies and differences between the lived stories and fictional stories. Literature and film as the real modelling elements often have an anticipatory nature and therefore also instructive. "The fictional (...) works rather as a means of making imagery affordable to experience outside of their pragmatic function. The open spaces of pretence, the fictional compels the imagination to take one way, while at the same time, acts as a medium for its manifestation "(Iser, 1993).

Keywords: Fiction, Literature; Cinema; Diaspora; Portuguese

Introduction

This research aims to contribute not only to a better understanding in relation to the subjective experiences of "retornados" who constituted more than five hundred thousand individuals from the Portugal colonies and highlight memories and representations of this migrant population but also contribute to a better understanding of the past and present of this period of Portugal History.

To do this work which envisages three arts of telling the same elements and ideas - life, literature and cinema - we had to do the incursion through their epistemological questions: testimonies analysis; literary analysis and the filmography analysis such as intermedia adaptation questions.

Those questions were analysed because we intend to establish a parallelism between the three subjective narratives that emphasize the great thematic of the return during the revolutionary period April 1974 with the Portuguese colonies independence. In fact, many literary narratives about post-colonial period intend to give voice to those people to whom the return had represented a crisis period.

From the testimonies of returnees respondents, it's possible to note the complexity of building relationships, memories and representations. More than three decades later, we assist to a great silence about this thematic, and now we intend to hear the voice of those who were actors and victims of this process. We know that these individuals have reconstructed their past in different ways, ranging from the hurt of what was left behind, to the romanticizing of the past.

Many literary works have been designing and interpreting this period of recent history of Portugal. The novel gives voice to those people by the creation of a fictitious world which reflects their lost world.

We can refer Ana Sofia Fonseca (2009), Angola, Terra Prometida; Manuel Acácio (2009) A Balada do Ultramar; Khan Sheila (2009) Imigrantes Africanos Moçambicanos; Júlio Magalhães (2008) Os Retornados. Um amor nunca se esquece; Isabela Figueiredo (2009) Cadernos de Memórias Coloniais; Ricardo de Saavedra (1995, 2008).Os Dias do Fim; António Coimbra, Angola – horizonte perdido or Rita Garcia, S.O.S. Angola – os dias da ponte aérea.

As we can see, only in the late 90's, early works appear relating the memory of experience Portuguese diaspora and the return. It's an upcoming narrative testimony that observes the lost of empire and the massive return in airlift as the image of a country flown.

But, our interest is the novel The Return (2011) from Dulce Maria Cardoso, who introduces an interesting regard about the exile which returned Portuguese people had suffered in the troubled period of independence former Portuguese colonies. This novel has also been adapted to another media.

In a broad sense, we call adapting the use of a previously formalized narrative as inspiration to produce a new narrative artifact. What characterizes adaptation is therefore a relationship between manifest and determining one or more narrative texts.

There is a long tradition of adapting literary narratives films (and later television), even going back to the beginnings of the seventh art. There are several reasons to justify the emergence of film adaptation of literary works, especially the fact that the first Mondays often find an inexhaustible source of well structured stories elapsing. As Marta Sousa summarizes: "The fact that the filmmakers were able to handle the language of film doesn't imply (necessary) the ability or inspiration for designing an original story, and the writers do not always have to present original ideas. In this case, using literature as a base is a way to keep production where the creativity of filmmakers, producers and writers do not follow the requirements of the film market." (Sousa, 2012: 20).

However, nowadays, due to the technological transformation of the media that we have attended and novel ways that originates, due to the multiplication and spread of new channels and media, we increasingly live in the middle of an indefinite circulation of fictions that rewrite, rework it and develop simultaneously in several directions not necessarily converging to the point of a narrative is increasingly less a text, a film, a cartoon, a musical piece, a video game, to be a little of all this and becoming inextricably. In 1988, his work in theoretical reflection on The Art of Romance, the Czech novelist Milan Kundera somehow foresaw this reality when noted: "Adaptations, transcripts, cinematographic, televised. Rewriting as zeitgeist. One day all last culture will be completely rewritten and completely forgotten behind his rewriting [...]" (Kundera, 2002:166)

Despite the proclaimed lack of studies on the film adaptation (McFarlane, 1996; Stam, 2005; Sousa, 2012) and the lack of general theoretical models that have been solved with various analyzes on particular cases, the reflection on the adaptation audiovisual narratives of literary works has to be guided by the understanding of adaptation as a creative process that requires transcoding intersemiotic, since it involves the conversion of a literary narrative in a semiotic polisystem. Indeed, while a literary narrative is constructed through verbal language, in a filmic narrative-verbal join photography, moving image, sound, sound effects ... As regards Linda Hutcheon, either literature and cinema can be considered immersive media, but is it differently: 'the narration mode (a novel) immerses us through the imagination in a fictional world; the visual mode (plays and films) immerses us through the perception of auditory and visual) (Hutcheon 2006: 22). That is to say that, while the literature has a conceptual nature, appealing to the imagination, the film has a perceptual nature, based on audiovisual languages, be captured by the senses. According to Robert Stam, "Adaptation (...) can be seen to an orchestration of discourses, talents, and tracks, the 'hybrid' construction mingling different media and discourses and collaborations" (Stam, 2005: 9).

Understanding this difference inherent in the nature of the media involved means accepting that a film adaptation is inevitably different from the literary work that gives it place. As much as the adaptation of a literary narrative film narrative (whether fictional or documentary character) presupposes the desire for aesthetic identification between the director and literary work, so that the imaginary intuition text can become sensitive perception on film, the director will always be a translator that reads, interprets and translates the literary narrative, not leaving much to put in the adaptation of his own imagination.

To this extent, the old debate about the faithfulness of the adaptation to the original literary, discredited today, tends to be replaced by the realization that the film adaptation lives in the match between the (re) invention of a pre-existing work and attempt to (re) against a previously intuited essence. The same is to say: A film adaptation is not faithful and never should be. So today, instead of comparing to the original exhaust and adaptation, at their points of convergence and divergence, as this convergence was the canon of excellence for adaptive practice, we consider adapting their own creative way, not pejorative coined with new names, such as reformatting, transcoding, reading, interpretation, remediation, intertextuality practice ...

As Robert Stam points out, 'adaptations' adapt to' changing environments and changing tastes, as well as to the new medium, with its distinct industrial demands, commercial pressures, censorship taboos, and aesthetic norms [...]. "(Stam, 2005: 3) In the case of adaptation of a fictional literary narrative a documentary, it is urgent to understand that these changes joins the essential difference between an object of fictional and filmic record that is intended more or less real.

Adopting, among other possible types of adaptation, one that is presented by Geoffrey Wagner (1975) and recovered by Lydia Martin (2007), a documentary assumes therefore always necessarily a form of adaptation that they designate as comment, this is one that modifies some aspects of the original narrative, gives relevance to others and omitted others, or an adaptation that could be designate as an analogy, because it uses the original narrative only as a starting point, boasting

numerous changes, additions and deletions of essential elements of the source text (Wagner 1975: passim; Martin, 2007: 68),

The theme of decolonization promoted several lusophone film productions, both fictional and documentary character. These productions reflect both the colonial conflict as the decolonization process and offer different perspectives, at various times in recent history, about how Portuguese society developed its relationship with Africa and the living testimonies of post-colonial reality.

After the April Revolution, with the recognition of the right to self-determination of the peoples of colonial territories, the filmography accompanies the redefinition of national identity imposed by the end of the Empire, while the filmmakers seek to register outside the studios, the historical reality (Costa. s / d). Within the documentary film, these audiovisual documents testify to the fracture of decolonization on both banks of migration: the present armed conflict and the chaotic exodus of people fleeing from the overseas territories and capture images of their arrival in the Portuguese capital, the cultural country political, economic and socially inept to perform this host. At the same time, the fictional film focuses mainly on the ideological rethinking of the democratic regime imposed from colonialism. After years of censorship, finally expresses negative view of Colonial War (if the film Farewell, My Return To The 1974, António-Pedro Vasconcelos), while firm a certain complicity with the liberation movements of the ex-colonies (case of the Demons of Alcacer-Kibir, 1977, José Fonseca e Costa). As noted Paulo Cunha (2003), although there are kilometres of film on the reality of colonial war and the conflicts arising from the claim of autonomy of the colonies, in the field of cinema, Portugal records failed to exorcise the ghosts of this collective memory, the point this researcher stated that 'there is censorship on the subject as fierce as before the revolution. "(Cunha 2003: 15). So after the 25th of April, for about a decade, the generation of the end of empire, in general, moves away from these uncomfortable subjects of the recent past, a political and economic context characterized by lack of interest in relation to Africa and by seeking rapprochement with Europe.

From the mid-80s and during the 90s, there were the first film and the first novels that break the taboo of the colonial war: cinema, Goodbye Portuguese (João Botelho, 1985), once was a Ensign (Luís Filipe Costa, 1987), Killing Missing (Fernando Lopes, 1987), or Non Vain Glory of Command (Manoel de Oliveira, 1990), the Biggest Age (Teresa Villaverde, 1991), among others; in the novel, Elephant Memory and Knowledge of Hell (António Lobo Antunes, 1979 and 1980), The Murmuring Coast (Lidia Jorge, 1988), The Memory View Killing and Dying (João de Melo, 1977) among others. The theme of "returnees" continues to deserve less attention, although there are early attempts catharsis of this issue, that stands out the aforementioned fictional work Lidia Jorge, Pier of Picnic (1982) or, Alvaro Guerra, Café 25 April (1987) and, in the journalistic field, the story of Fernando Dacosta the returnees are changing Portugal (1984), then honored as the Grand Prix of the Portuguese Reportage Press Club.

It would be necessary to await the early 90s, to watch the first filmic productions that address the experience of the Portuguese who lived the process of decolonization. These early achievements seem to lie mainly in the exploration of memories of Africa and the antithesis between a past revived nostalgic way and a decadent gift. As is the case of the South (1993), Fernando Matos Silva, and especially the film Paradise Lost (1995), Alberto Seixas Santos, the first film in particular focusing on the problems of returnees from the former colonies. For some scholars, the productions that aim to romanticized and nostalgic representation of colonialism are part of a remoteness from the bellicose theme and denounce, the time, the difficulty still remains to assume the acts committed during the armed conflict and seeking a space possible coexistence between the three vertices of the problem: ex-colonized, returnees and ex-colonizers. It is against this nostalgic trend, resulting in products like television soap opera The Jewel of Africa (TVI, 2003-2004), manifested to some extent also in the film The Full Suit or looking for Alberto (Inês de Medeiros, 2002), which are imposed filmic productions such as adaptation of Margarida Cardoso the Murmuring Coast (2004), which seeks to recover from the novel by Lidia Jorge, the truth about the history of colonial war and expose the discrepancies between the colonizers and the history of history of colonization.

Only about 30 years after the arrival of the "returnees" is that it appears the breaking of silence about the traumatic experience of "return". The wave of books that focus returnees also reflected in film production, both building upon both the oral testimony of this experience as in historical documents finally made public. Therefore, the latest film production on this topic has taken a markedly documentary character. She highlight two documentaries that fall under the latest trends Portuguese documentary, which has sought inspiration on topics of their own country (Smith, 2010), contributing to the construction of the meanings of contemporary national history. Both the first, The Remains Returned or Empire (2002), Leandro Ferreira, with Dulce Lopes Cardoso and Luis argument, as the second, the movie Guns and Gear (2013), awarded the prize for Best Documentary at the farm edition of Festin - Itinerant Cinema Festival of Portuguese Language, Portuguese filmmaker Ana Delgado Martins, which records the return of 300,000 Portuguese in Angola, are constructed from the joint between archival footage, interviews, footage and historical research. In the opinion of the latter fulfilling itself daughter returned, this achievement is a contribution to a process of collective catharsis: "It's a very personal documentary and

serving in some form of tribute to everyone who managed from scratch, rebuild itself, facing the void, fill the bags again, "but that still cherishes a heartache unresolved. (Martins, 2014).

The culmination of this opening movement of personal and public files on decolonization match, however, the television production of And Then Goodbye (2013). Over 26 episodes, this great production of BBC1, traces the historical portrait of the post-revolutionary Portugal, from the history of the returning families accommodated in a hostel in Lisbon. Tracking the characters from episodes of happiness lived in Africa and suddenly interrupted by the revolutionary upheaval, until their arrival in a state of grace, to Lisbon, and describing the successive stages of its (in) adjusting to Portuguese reality series crosses fiction and reality, subscribe to, for example, the fictional characters in films from the archives of television producer. But her television series extrapolated size and promoted a wave of real memory management, to give voice to other media, to all the witnesses who identify with the theme. Indeed, the series established a link of continuity with a radio show (Once and Again, Antena 1), with a blog and a facebook page, allowing the sharing of experiences and documents from persons who had lived through this period troubled in Portuguese history.

This reassessment of the history of Portugal in its relations with Africa integrates in XXI century a global context approach to African countries of the diaspora, driven both by the desire to establish economic and cultural cooperation as by the desire to overcome the ghosts of colonialism. So for Margarida Calafate Ribeiro, this literary and testimonial wave that has marked the Portuguese panorama 'also denounces, rightly or wrongly, that to realize the current Portugal has to make the return trip to Africa', because only then will possible to generate future: "Wounded, injured, guilty, but future, though." (Ribeiro, 2010).

In short, a period of almost forgotten until a stage reinvention of colonial memory and up to a recent phase of exposure, a number of records and the dramatic experiences of return, how the filmic record addressed the issue of decolonization clearly reveals the difficulty the country expressed in assimilating and write this episode in recent history.

This is the tragedy of the return, the feeling of no longer belonging to a place.

Dulce Cardoso, in The Return (2011) written from a postcolonial perspective, gives an account of silence that surrounds the 'retornados'. In this novel, the "return" is accompanied by the need to build a meaningful place because, in many cases, those migrants seem like refugees who bring with them, little more than living.

The Return, novel, and the documentary present some relevant aspects which are also present in the testimonies of this migrant group:

- The difficult experiences experienced by portuguese returned people through the regard of a teenager personage who relates the return from Angola to Lisbon

- The unknown portuguese reality. The imagined metropolis had no correspondence with real life. "The metropolis can not be like today we saw on the way that the taxi did, nobody would compel us to sing hymns of Saturday morning the city was so narrow and dirty with such narrow streets where it seems that do not fit. The roads were so many holes and so large that the bags fanned bars car [...]. No, the metropolis can not be seen as today." (Cardoso 2011:77)

Those "retornados" have different representations of Portugal as their homeland. One of them felt metropolis as a memory place of life, the other, already second generation, born in the former colonies, have an imagined homeland representation of the metropolis.

- In those cases, what is analysed, is the return to the Portuguese homeland, a country that over their lives is the unifying motif of different diversities. The portuguese homeland that portuguese migrants had keeping in heart and had transmitted to their children. It was the country that was always present in their lives, throughout basic education, through mandatory single textbook in all schools of the empire.

And if it is true that this metropolis with which the "true" returned never stopped dreaming, had received them as they were foreign, the same can be said about those who returned to this unknown country, that was strange to them, and received the same attitude from the host people. So, these migrants are prisoners of the displacement.

The dialogue between fiction (literature or Cinema) and real life is a quasi-autobiographical option. Experiences and difficulties of integrating and social acceptance that many who passed former empire nicknamed erroneously as "returned".

In reality, more than socially subtle ostracism, many of these women and men felt they were embarking into a voyage of an identity exile, because they were neither from Angola, their lost homeland, neither portuguese citizens (besides the identity card).

We can perform that those "returned" live throughout the lost paradise and the hostage exile.

When they were in Angola they think they belonged there, and they loved this land, because of the climate, the conviviality, the abundance, the solidarity.

The rupture was felt like a fracture in their lives, because in their minds they could live there after the independence.

"I confess, I always thought, naively, that everyone could live there after independence." (Domingos, engineer, 60 years old)

"Before the shots have begun the future would always be better. Now everything is different and therefore we do not already have affairs to speak. Neither plans. The father will not work no longer, there is no longer school and the neighbours are already all gone." (Cardoso, 2012: 9)

The statements which are recorded here reveal the memory of the events that are experienced abruptly, causing a sort of post traumatic stress that only time can heal. The memory treated in this work essentially concerns to what Giddens et al. (1994: 63) propose:

"Memory is thus an active, social process, which cannot merely be identified with recall. We continually reproduce memories of past happenings or states, and these repetitions confer continuity upon experience."

"The mother insists that the father can serve up roast beef. The food will spoil, she says, this heat cable of all, a few hours and the meat begins to green, to put on the glacier becomes dry as a sole. The mother speaks as if tonight might not go catch the plane to the metropolis, as if tomorrow we could eat with bread the leftover pot roast, on the high school playground. Let me, woman. By removing the platter, the father knocks the bread basket. The mother straightens it and straightens the crusts so carefully as, every morning, she straightens the pills sorts before taking them. The father was not well before it has begun. These are the shots that we can hear in our neighbourhood and we can see our four bags by closing the room." (Rui, The teenager of the novel)(Cardoso, 2011: 1).

Or in this text:

"Uncle Ze will lead us to airport. The father goes there after. After killing the Pirate and after throw fire to the house and to lorries. I do not believe father can kill Pirate. I also don't believe father can throw fire to the house and to lorries." (Rui, the teenager of the novel) (Cardoso,2012: 8).

"I came here in airlift. I stayed there, until I realized I could no longer live there. From the house in front of mine, which belonged our friends who were MPLA movement, I saw our house to be razed by mortars."(Mario, commercial, retired,76 years old)

- feeling of lost and sadness

" Before the shots have begun the future would always be better. Now everything is different and therefore we do not already have affairs to speak. Neither plans. The father will no longer work, there is no longer school and the neighbours are already all gone. (Cardoso, 2012: 9)

- nostalgia of lost homeland

"The father never speaks about metropolis, the mother has two lands but not the father. A man belongs to the place which feeds him, unless you have a ungrateful heart, so it was what father says when asked if he miss the metropolis. (Rui, the teenager of the novel) (Cardoso, 2011: 12)

- feeling of marginalization by the host metropolis motivated by the fear of the effects of this migrant group

"I'm Angolan. I was born there, I belong to the fifth generation. My mother's ascendance has black blood. When I came here (...) everyone called me "retornada", until the family looked at me like an explorer of blacks. I was "retornada". I Could not stand here, in Portugal and I went to Brazil. I have a debt of gratitude to the Brazilian people, who always treated me very well." (Emília, teacher, 58 years old)

- absence of sense of identity in relation to an austere figure of European colonizers in Africa

"When I was in Angola, I treated the daughter of the laundress who was alcoholic. I always treated her like a daughter. She was studying in college Nuns with my daughter. I payed his education. There, white and black, we were a family." (Ester, house-wife, 76 years old)

As we can verify, they manifest the feeling of distancing regarding to the abuse of power by the white over black. We also verify the positive representations of he "I", representations of the "other", and representations of the "spaces between" We also observe the feeling of how much affective were the relationship between them (white and black).

- feeling of dissimilar experiences of the rest of portuguese population

"When I went to Angola I was very young, 15 years old. I went with my family, my parents, three brothers and a sister. My parents had no work and had no food to give us. It was because of the Second Great War. We were poor people. In the voyage, we were in the basement of the boat, in poor conditions, yes. And when we got there, we had nothing. Friends had cost us. Those were hard times: terrible weather, strange food, the dirt roads and the tall grass, malaria and no money. Bad times"(Mário, commercial, retired, 76 years old)

- feeling of positive presence of the portuguese in Angola

"When I arrived in Angola, I worked very much, I never had neither Saturday nor Sunday. Every time was work time. Portuguese people built great towns, and when we were there, there was abundance of food and space, conviviality and mutual aid." (Alberto, HR director, retired, 78 years old)

- the representation of the metropolis to those who didn't know Portugal

"The metropolis has to be like this until the hotel has an elevator lined in velvet banquette. Portugal is not a small country, it was what was written on the map of the school, Portugal is not a small country, it is an empire from Minho to Timor. (Rui, the teenager of the novel). (Cardoso, 2011: 30)

- idealizing white communities in contact with blacks

Their testimonies reveal a past guided by cohabitation between whites and blacks, strong friendships, a lost paradise of freedom spaces, great cosmopolitan cities of idyllic images that remain in their minds, filtered by a tragic return.

These places, with relevant values, are also ways of keeping the past alive, reflecting personal and collective perspectives of the past.

It's the memory that brings issues inherent in portuguese contemporary, especially the feeling of inadequacy of people within a period of depression of the portuguese empire, a delusion involving returnees who know about the irreversibility of the fracture situation, the experience of exile that leads to painful experience of homeland loss and the feeling of being out of place.

"The achievements of exile are permanently undermined by the loss of something left behind forever" (Said 2003: 46).

In The Return (Cardoso, 2011), we can find the elements that also emerge from the collected oral testimonies: feeling inadequate to the metropolis; the grief of the loss; a sense of injustice and perplexity; a feeling of powerlessness.

The reconstruction of the past had revealed important throughout the various speeches. Experience in Angola observes that those who expose their post-memories had been quiet but not dead. Therefore, it's so important this space given to a people in transition, between walls or in the diaspora. This migrant people have a lifetime to tell.

And all testimonies are unanimous on the idea of Emília (teacher, 55 years old):

"It is obvious that the colonies must not exist, but what about us, why we had to leave?

The same idea we can find in other testimonies in the Leandro Ferreira video documentary done by adaptation from a Dulce Cardoso and Luis Lopes argument:

"Lost. Above all lost. In a land that is no longer theirs, running away from violence and confusion, they arrive in a small country with no room for them, a country they had heard about, but never known: Portugal." (Ferreira; Cardoso & Lopes, 2002).

Method

In this research we used a qualitative approach that provided well-grounded narratives.

Interviews were performed between May 2012 and February 2013. Such interviews were composed of a set of predetermined questions and in accordance with the objectives of the work and problems.

The interviews were conducted presencially and face to face, and all interviews had the same type of recording. It was also guaranteed the confidentiality. The excerpts that are transcribed here are only identified with a proper name.

We opted to choose a segment of individuals who have had returning experience, when occurred decolonization in Angola after the portuguese revolution of April 1974. The group of respondents in this investigation relates to persons aged over 50 years, yet this group is subdivided into two: one formed by individuals who emigrated to Angola in the decades of 1950-60-70, the other formed by individuals who were born in Angola, or who, having been born in metropolis, have passed infancy in Angola, having no memory of the metropolis as a homeland.

We also used a comparative analysis to establish similar elements between testimonies, literary narrative and documentary. Literature has a conceptual nature, appealing to the imagination; the film has a perceptual nature, based on audio-visual languages. In this sense we opted to analyse similar themes on life stories and those media using a comparative method.

Discussion

Main conclusions of the study:

- Before arriving Portugal, most returned people expected to find a sunny, warm, beautiful homeland with a hospitable people. But, to contrast, they arrived to a country also under a social and political crisis.
- The list of representations of Portugal for these migrants, after living in Portugal, includes the perceived feelings of the portuguese people.
- The reasons for the feeling of belonging to anywhere is essentially the certitude of irreversibility of return to Angola and the confrontation of Portugal as a strange country without feeling an "at home" sensation.
- The motives for not wanting to stay in Portugal in pos-independence of Angola encompass the feeling of a non-acceptance by the host population.
- Individuals born in the colonies were called "retornados" and they felt a kind of marginalization by the host metropolis
- The memories of returned people are an important document which is necessary to study.
- Difficulty of returned portuguese people in assimilating and writing this episode in recent history.
- The history of a country must be done with the inventory of documents: story lives, fiction narratives, films, documentaries or videos.

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The Faces of Conflict in a Political Organization: The case of the Indonesia Democracy Party of Struggle (Partai Demokrsi Indonesia Perjuangan PDI-P)

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Abstract

The conduct of a political party as an organization is suffused with culture with its own values, concepts and meanings. Indonesia is an interesting case in point. In this paper, the writers expound on the dynamics of organizational conflicts experienced by the Indonesia Democracy Party of Struggle (Partai Demokrasi Indonesia Perjuangan/PDI-P) as an opposition party in Indonesia for two decades. By utilizing a phenomenographic approach to capture the participation, perception and understanding of party leaders and members, this paper focuses on three research problems, namely the levels of internal party conflicts, styles of conflict management and factors that influences the process of conflict resolution. There are several highlighted findings. First, the level of conflict occurs on the levels of inter-organizational, intergroup, intragroup, and interpersonal. Secondly, the styles of conflict management adopted by individuals in the party consist of collaborative, competitive, accommodating, compromising and avoidance styles, which vary according to character, political needs, and ideology. Lastly, conflict resolution in the party is heavily influenced by (1) personal factors such as individual member's conceptions on internal party conflicts as well as their references to how conflicts have been solved before; (2) relational factors, i.e. relationships between members of the party which are fostered by an interdependence to reach a common goal as an opposition party, and (3) PDI-P's organizational culture which is built around a juxtaposition between the heterogeneity of geographical and ideological backgrounds and the authority of a charismatic leadership.

Keywords: political organization, conflict resolution, phenomenographic approach

Introduction

PDI-P and conflicts are like two sides of a coin. This fact reinforces the historical roots of the policy to merge five political parties (PNI, IPKI, Parkindo, Catholic and Murba Party) who later delivered PDI (then changed to PDI-P) were still problematic. In 2006-2007, internal conflict occurs. At that time, the party is experiencing crisis in which many members, such as Roy BB Janis (Chairman of the PDI-P Jakarta DPD), Laksamana Sukardi (DPP Treasurer), Dimmy Hartono, HaryantoTaslam, Permadi and others were leaving the party. In fact, when PDI-P won the Legislative General Election on April 2014, thus entitled to nominate Joko Widodo as the candidate for the President of the Republic of Indonesia (2014-2019), a conflict arises.

At the regional level, a conflict ensued in several Regional Leadership Councils (Provincial Level), particularly during gubernatorial election. East Java Governor elections in 2006, both camps Soetjipto and Soekarwo claim to be the most supported by the people. The facts were clear, as a political organization PDI-P is saving potential conflict energy. Even if it is not managed properly, that energy will continue to explode into conflict manifest, which not easily resolved.

Based on the variation of the above phenomenon, this study formulates several research question, What are the levels of conflict that occur in PDI-P and what are the conflict management strategies that are employed by the party in the case of the East Javanese gubernatorial election of 2009-2013? The purpose of this research is to gain an overview of the level of conflict and conflict settings and patterns of conflict resolution as a solution to the internal conflict in the organization of political parties in East Java, Indonesia.

Literature Review

Conflict in Organizational Communication

Organizational communication is a key factor in maintaining organizational climate (Drenth et al, 1998). In an organization, conflict is common. Numerous studies have proven that it is both necessary and useful as a part of organizational life. Rahim (2002) conceptualizes conflict as an interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities. Interestingly, Putnam and Poole (1987) views conflict not only from the perspective of mismatches that happened between individuals in organization, but also as deriving from the fact that these individuals are dependent on each other. As such, according to them, conflict is "the interaction of interdependent people who perceive opposition of goals, aims, and values and who see the other party as potentially interfering with the realization of these goals" (p. 552).

Based on who is involved in an organizational conflict, there are four types of organizational conflict, as follows:

1. Interpersonal conflict is the conflict that happens between two individuals. The sources of this conflict may be personal dislikes or personality differences (Jones & George, 2008)

2. Intragroup conflict is the conflict that occurs inside a group, team or department. This type of conflict involves more than one person within a group ((Jones & George, 2008)

3. Intergroup conflict is the conflict that happens between different groups, teams or departments that involves aggregates of people within an organization (Miller, 2009)

4. Interorganizational conflict is the conflict between different organizations (Jones & George, 2008). There are three types of interorganizational conflict: substantive conflict—a conflict which arises in a fundamental level, emotional conflict—a conflict that happens when people from different organizations disagrees due to a reaction on an emotional level, and cultural conflict—a conflict which often occurs due to cultural misunderstanding and stereotyping.

5.

Conflict Management Strategies

In this context, conflict management refers to conflict resolution and less towards eliminating or reducing conflict. Strategies for conflict management vary according to the "different philosophical bases of those involved" (Treslan, 1993). Thomas (1976) divides styles of conflict management into five types. His typology can be used to identify conflicts and behaviors of individuals commonly associated with each type. The five types of organization member based on their style of conflict management (Hall, 1969; Blake and Mouton, 1960; Kliman and Thomas, 1975 in Pace and Faules, 1994, p. 251) are:

1. Competitor or tough battler. The person who employs this style pursues his or her own concerns somewhat ruthlessly and generally at the expense of other members of the group.

2. Collaborator or problem solver. The person who employs this style seek to create a situation in which the goal of all parties involved can be accomplished. The problem solver works at finding mutually acceptable solutions.

3. Compromiser or manoeuvring conciliator. The person who employs this style assumes that everyone involved in a disagreement stands to lose, and he or she works to help find a workable position.

4. Accommodator or friendly helper. The person who employs this style is somewhat non assertive and quite cooperative, neglecting his or her own concerns in favor of those of others. When a decision is reached, the accommodator may go along and wish later that he or she had expressed some reservations.

5. Avoider or impersonal complier. The person who employs this style tends to view conflict as unproductive and somewhat punishing. The result is usually an impersonal reaction to the decision and little commitment to future action.

The process of conflict management can be differentiated into three types according to Miller (2009):

1.Personal factors, which include personality, gender (Putnam and Poole, 1987; Wood and Bell, 2008), and the way an individual frames or perceives a conflict (Dewulf, et al., 2009; Lewicky, Gray and Elliot, 2003)

2.Relational factors, which takes into account the relationship between conflicting parties. Putnam and Poole (1987), for instance, noted that hierarchical level affects the way individuals deal with conflict. Another relational aspect is the influence that relationship has on the interaction through which conflict management takes place. Jameson (2004) discovered that

the contradiction between maintaining independence and the need for interdependence among workers can affect the way conflict is dealth with.

3.Cultural factors, which includes organizational culture, national culture, and ethnic culture. Brett and Okumura (1998) studied intercultural negotiations among Japanese and U.S. negotiators and discovered that they work under different conflict schemes. Ethnic and racial culture affects the way individuals approach conflict, as Turner and Shuter (2004) discovered in in how African American and European American women approach workplace conflict. Finally, organizational culture plays a crucial role in the process of conflict resolution. Geist (1995) examined how culture built around power relationships, technology and the interest of organizational groups affects perceptions on conflict and its resolution.

Research Method

In order to achieve the objectives of the study, a qualitative approach, specifically, a phenomenographic approach was adopted. Phenomenography implements an empirical approach in which the researchers investigate the experiences of others (Marton and Booth, 1997). Miller (2007) purports that phenomenography approaches participation, perception and understanding, as well as conception. By adopting phenomenography, the researchers seek to describe, analyse, and understand the experiences of organizational members that were or had been involved in party conflicts.

As such, the core aspect of this research is the data that is primarily collected through in-depth interviews with members of the PDI-P party, who are selected by means of purposive sampling. The informants in this study consist of party members from the top management and middle management positions, as well as party members. The analysis is based on the informants' experiences and perceptions on organizational conflicts in the party. Expositions uttered by individuals in the political party were studied to discover the levels of conflict, styles of conflict management and aspects that influences conflict management.

Findings of Research

The levels of Conflict

This research takes place atPDI-P East Java Local Council, with a focus towards the East Java governor election period of 2008-2013. At least four levels of conflict were detected. They were inter-organizational, intergroup, intragroup, and interpersonal level. The details are elaborated from the experience of each informant.

1. Inter-organizational level

Level of conflict arises, because of the friction that occurs between organizations. PDI-P as the second dominant force (24 seats, 2004 election result) in East Java Legislative Council, the Governor has the right to nominate their own candidate. However, to gain widespread support voice, PDI-P candidate must be paired with another figure that is popular Ridwan Hisham, East Java Golkar figures. On one hand this is considered as an advantage, but on the other hand, the presence of Ridwan may not be able to boost number of votes. Why? Since both Soetjipto as candidates for Governor and Ridwan Hisham as a candidate for lieutenant governor has a support base that is nearly equal to that of the nationalists. By contrast, when a character is juxtaposed with Soetjipto of the Nahdlatul Ulama (NU) will increase the possibility of votes. However, this condition does not occur because the PKB (National Awakening Party) which is a representation NU communityalready have their own candidate.

Another unsupportive fact is Ridwan Hisham is not a representation of the Golkar Party. Because at that time, Golkar also brought its own candidate,Soenarjo paired with Ali Maschan Moesa. For the Golkar party, though in a personal capacity, Ridwan Hisham presence still harms Golkar as an organization. This is evident, because the numbers of candidates from Golkar voters are only fourth at 19.34%. Inter-organizational conflict ensued. This reality confirms that the conflict can be triggered from the decisions made from within the organization. Further explained by Pramono Anung:

"Conflict is inevitable in the party. It must be solved according to the system and the rules. At the party there are three sources of conflict during the structural formation of the party when the party congress, provincial party convention, and branch convention,the heat arises in the party. The second conflict transpiresduring governor election. And the third is the ethical conflict in legislative elections, the president and so on "(Interview, August 13, 2010).

2. Intergroup and Intra-group level

At the national level, during the exodus movement in which Dimmy Haryanto establish a PITA, Laksamana Sukardi and Roy BB Janis founded the PDP (Party of Democratic Renewal), and Permadi and HaryanthoTaslam join Gerindra (Great Indonesia Movement), mirrored the intergroup and intra-group conflict inside PDI-P. Two groups of the pro-change and pro-status quo, fight each other. The pro PDI expect changes back to the spirit of the early struggles. They were convinced that joining other party or establishing new political organization is much better in expressing their principles than staying at PDI Perjuangan.

In the context of the PDI-P East Java, although the conflict remain dormant, tensions were felt. When Sutjipto recommended a candidate for Governor of East Java, the support can not be optimally implemented. Most board supports Sutjipto, but officially support was also given to Soekarwo. On the grass root level, many PDI members supports Soekarwo, due to the consideration of a clear and unequivocal pro-Marhaenism ideology. Supiono admitted, "It is obvious to us to push the grass roots to support Soetjipto, but people may have another thought. In the heart of the people, PDI Perjuangan relates to Karwo. We held a puppet performance inviting pak Mantep. People were coming, but deep down I know their hearts go to Pak Karwo. Beforehand, Pak Karwo's name was entered, before the recommendation to Pak Tjip, which cause Pak Karwo fled to Democratic Party. So, Pak Karwo's good intention to enter PDI needs to be appreciated. "(Interview, August 30, 2010).

Another fact is evident in the grouping of support at the Regional Executive Council. The group led by Ali Mudji gave an all out support to Sutjipto, but other groups were even more inclined to Soekarwo. The existence of polarization in the internal organization of PDI admitted by Ali Mudji:

"It is true there are two camps inside our party. Since the beginning, there has been an inclination to pro-Tjip and pro-Karwo. Both of them have the right foundation. As they say in the interests of the party cadres how to bring the party, it was not wrong. I think, all this time the work result from the head of the province, who are not coming from the party's cadres, were not great. From hundreds of head of provinces, the great ones are coming from the party cadres. That is one of the considerations". (Interview, 1 April 2010).

The implications of minimum support certainly lead to small number of the votes in the election of the Governor of East Java on July 23, 2008. At the first round of election, candidates were brought from East Java PDI satonly in third place with 21% of the vote under Soekarwo (26%) and Khofifah Indar Parawansa (24%).

Especially for couples Soetjipto-RidwanHisham on successfully winning the first round or win in six districts / cities which is known as the PDI base Trenggalek, Tulungagung, Blitar, Kediri, Malang and Surabaya. Similarly, Kaji and Salam, both also excelled in the six districts of the city. Just the Achsan candidate pair who won in one district Mojokerto. While Soekarwo-Saifullah Yusuf win in 18 districts / cities in East Java.

Taking into account the number of votes which is only 21.18% SR. This means the same as the number of votes in the 2004 elections, in which PDI in East Java reached 21%. However, if compared to the 1999 general election (33.8%), the number fell 12.8%. The numbers acquired relying on the mass of the PDI-P and almost no additional votes from supporters of Ridwan Hisham who is the former Chairman of the Council of the Golkar Party. Such results confirmed that the SR couple cannot get into the second round. That's why in the second stage of the selection PDI must choose one of the two options,Kaji or Karsa. So the choice is given to Kaji. But at the end of the calculation the vote difference are only 60,223 votes, or 0.39%.

3. Interpersonal level

So far the party mechanism has been able to accommodate any potential conflict of interest.Later, it was found that the party's internal disputes led to the formation of an alternative board, at the branch level. Even in more detail, the conflict was a reflection of a personal conflict between the incumbent party officials versus the new chairman. Thisconflict occurred at the Branch Executive Council (DPC) Nganjuk PDI. As a result of dissatisfaction with the results of the 2008 Branch Conference, DPC Nganjuk has two leaders, Taufiqqurahman's DPC and Susilo Muslims's DPC (2005-2008), which then forces the DPD PDI-P East Java to put one his 'people' Suhandoyo to lead (2008-2010). As described by Supriono experience:

"Well we resolve conflicts usually we use the principle of consensus agreement. If there is no agreement in the deliberations, the rules are enforced. All the rules are clear. Muslims's committee versus pakSuto and me (H Supriono) as secretary.If you want to replace monggo. We leave it to the DPP alone. I brought my SK, DPP recognizes that in panjenengan nggih

monggo. It does not matter, the cost is on me. It was official, pakSuto as the chairman and me as secretary. We finished it in good terms. We go to the DPP. But Pak Muslims refused."(Interview, August 30, 2010).

Even in the field, the DPC leadership dualism conflict triggered the seizure of the secretariat office. Because Muslim Susilo will not budge,Taufiqqurahman occupy other office. The increasing support for Taufiqqurahman put Susilo Muslims on marginalized position. Another fact also occurs when there is a member of PAC (Tributary Board) Prambon (Nganjuk) become a legislative candidate from a non PDI-P party, he was sacked from the party. This means that in dealing with internal party conflict, organizational mechanism should be enforced.

The interpersonal conflict implicate minimum vote gained in governor election 2008. It also gives an answer to why an increasing number of votes for S-R pair is insignificant compared to the vote in the legislative elections.

The Styles of Conflict Management

1. Collaborative

Politics is not a black and white issue, but the result of mutual agreement to reach the final destination. That is why the collaboration of different strengths in both internal and external of the organization, needs to be conducted properly. Since the beginning of the nomination Sutjipto and Soekarwo have each claimed their respective supporter bases. In Rakerdasus(Working Meeting of the Special) in Surabaya on February 24, 2007, support to Soekarwo, 22 DPC supported Soekarwo and 11 DPC for Soetjipto, with DPC 5 abstentions. Both have an equal opportunity to obtain a letter of recommendation from the DPP. That is why the Council of East Java proposes both names. When Soetjipto's name approved by the DPP, organizationally all members must secure the letter of recommendation. DPP, according to the Secretary General of PDI P (2005-2010) certainly has a special consideration if the recommendation letter given to Sutjipto. Furthermore, he said:

"The province of East Java is different from other areas. Especially for Mr. Tjipto these are people who never became Secretary General of the Party, the Party Chairman of the Council, vice chairman of the Assembly, so that the party felt the need to give to the relevant privilege."(Interview, August 13, 2010).

The assertion of the DPP is also reinforced by the performance evaluation conducted by the Regional Head of the party cadres from internal and external parties. Militancy and severity of internal party cadres remain much larger than those from outside the cadre. As acknowledged by Ali Mudji:

"I think, all this time the work result from the head of the province, which are not coming from the party's cadres, were not great. From hundreds of head of provinces, the great ones are coming from the party cadres. That is one of the considerations". (Interview, 1 April 2010).

That consideration is a proof that the East Java PDI-P has a strong will in order cadres to lead the second most populous province after West Java. There must be other forces outside PDI-Pto be embraced in order to create a reliable collaborative strength.

2. Competitive

Indeed if the aspirations of the grassroots were noted, the defeat can be hindered. At least the pair Sutjipto-Ridwan Hisham who rely on the spirit of mutual cooperation can enter the second round. The pair might defeat Kaji (Khofifah Indar Parawansa-Mudjiono), who is newly formed several weeks before the registration deadline set by the Election Commission of East Java. This anxiety has been voiced by the DPC-DPC upon looking at conditions on the ground but is hampered by the organization system that has set Sutjipto as a candidate for Governor. Although Soetjipto was less popular compared to Soekarwo who won the 2006 convention. Supriono explained:

"Well ... I cannot understand despite the survey, the recommendation went to pakTjip. To me any candidate is not a problem. But the initial purpose of the party winning the East Java gubernatorial election is missed. For me the decision is following the agency's decision. But I don't know the grassroots' heart, normy wife's heart. I don't know whether she will choose pak Tjip or pak Karwo. Maybe she will vote for pak Karwo. The first step to lose "(Interview, August 30, 2010).

When the candidate from PDI-P lose, one thing needs to be appreciated that as a political organization, PDI-P has given the chance of fair competition for the internal and external candidate. As explained by SWN and Supriono,

"People have different opinion, until somebody looses, the process is fair. There is clarification to lean closer. The defiance is tough, but the process is conducted openly. The party is the place for competition, it has to be managed."

"Let us not see differences as hostility, it is wrong."

Basically, competition is the essence of democracy. It is why, losing in a competition to gain a strategic public position has to be accepted gracefully. The correct democracy principles are the candidate needs the bravery to loose or winning in sportsmanlike.

3.Accommodating and compromising

The essence of accommodation and compromise is give and take. Politics must be built on a foundation of mutual understanding. So the individual that is sanctioned by the DPP (Board of Political Party at a national level) must be accepted by members of the party. Although the same opportunities are given to both candidates, apparently based on a consideration of services to the party, the DPP chose Sutjipto. He received the Letters of Recommendation, stating that he is entitled to be PDI-P's candidate for governor of East Java. Sutjipto was then paired with RidwanHisham (as a candidate for Vice-Governor) who would eventually compete with four other governor-vice governor candidate pairs namely KofifahIndarParawansa-Mudjiono, Soenarjo-Ali Maschan Moses, Ahmady-Soehartono and Soekarwo-Saifullah Yusuf. The competition was pretty tight, hence, the candidate of the PDI-P did not manage to enter the second round of the gubernatorial election, because Sutjipto-RidwanHisham only obtained 21% of the total votes, which placed them in the third position. While the right to advance to the second round belongs to the two pairs with the most votes, namely KofifahIndarParawansa-Mudjiono and Soekarwo-Saifullah Yusuf.

Responding to defeat, the East Javanese chapter of PDI-P assessed that it was because the election was marred by dishonest practices. Initially, KhofifahIndarParawansa-Mudjiono had been declared victorious in two quick counts conducted by the Indonesian Survey Institute and the Indonesian Survey Circle. However, the fact remained that Soekarwo-Saifullah Yusuf were declared as the winner of the gubernatorial election. As a result the disgruntled pair filed a judicial review to the Constitutional Court for justice.

Ali Mudji explains this condition:

> I believe, if it (the election) was done fairly, of course, Pak De (Soekarwo) could not have won. Yesterday's [election] was not fair as what happened in in Madura. However, in the internal party, there was no problem. This is, once again, a part of a democratic process as I said earlier. In the local election process there needs to be a process of internalization by the party the results of the survey agency" (Interview, 1 April 2010).

> Pengalaman lapangan tersebut semakin menguatkan indikasi bahwa upaya konsolidasi diinternal partai memang masih bermasalah. Tarik ulur kepentingan cukup kuat sehingga muncul penilaian bahwa kekalahan bukanlah bentuk ketidaksolidan pengelolaan organisasi tetapi cermin permainan kotor pihak lain yang tidak mampu dikontrol oleh penyelenggara pemilu yakni Komisi Pemilihan Umum Daerah (KPUD). Lebih jauh dijelaskan oleh SW Nugroho, Sekretaris Bidang Internal DPD PDI Perjuangan Jawa Timur demikian:

Such experience reinforced an indication that the consolidation efforts in the political organization are still problematic. The conflicts of interest are so prominent. Party elites and members attempted to show that defeat is not the result of poor organizational management. Instead it indicated foul play who the Regional Election Commission (Election Commission) could not control. SW Nugroho, Secretary of Internal Affairs DPD PDI-P East Java explains:

> If we lose, then we have to lose with dignity. If we have a candidate, then god willing we join the race. We are aware that we do not have the money, our opponents have much money, we've got a little money. But the result you can see, first round, PakKarwo [obtained] 26%, Bu Khofifah 24% and PakTjip 21%. We had a little financial capital. We only have mutual cooperation. It was incredible. Then in the second round, we joined BuKofifah. I want to say it is because of PDI-P that a solid vote count was gained. Even when we joined Kaji, PDI-P contributed significantly to the number of votes. PDI-P votes were influential. It was also admitted by BuKhofifah (Interview, 1 April 2010).

Due to the fact S-R lost, PDI-P should undertake a political act to balance the competition. So the choice is a compromise action. SWN illustrates this:

> So yes, like people bargaining when they're trading, the buyer raises the price bit-by-bit, the seller must also lower the price a little. If both of them do not compromise then there will be no deal. Similarly, compromise is necessary in the political process. Time will tell if a person in the party is able to survive and affect change in the political processes (Interview, 5 April 2010).

4. Avoidance styles.

Avoidance is not identical to giving up. However, avoidance strategy can be an effort to minimize political risks as low as possible. Political competitions do not always lead to a win-lose end. But as it often happens, both wins. This fact should be carefully taken into account. The mismatch between organizational decisions and facts in the masses that has unconsciously sow the seeds of discontent amongst the grassroots. As a result, the grassroot opted to elect Soekarwo, the candidate of the Democratic Party (PartaiDemokrat). The only problem is, elite or party leadership refused to pay attention to this fact as if it is just a misconception that was circulated by the media. Party leaders do not believe that Soekarwo actually gained a great number of support from 22 DPC (DewanPimpinanCabang – Party leadership on a local level) based solely on the consideration that DPC that supported him do not have many seats in the parliament. It's different with Sutjipto. Although only supported by 11 DPC, they have a considerable number of seats in the parliament (more than five). SW Nugroho confirmed:

> There is a tendency… the districts that support Pak Tjip, although only 11 areas are areas with a large number of PDI-P supporters. So the number of seats filled by PDI-P members is also high. In areas where there is little number of seats, support is low. In Madura, for instance, there is only one seat or two seats, in Bondowoso, four seats… unlike in Malang, Surabaya. More people choose Pak Tjip, although from remote regions. There are also indications of money politics. When it comes to track record, Pak Tjip has suffered a great deal (Interview, April 1, 2010).

A further implication is polarized positions in the party between the pro Sutjipto supporters versus contra Sutjipto, who managed to garner support for the sake of personal interests. This is a form of latent conflict that then instigated efforts to put down Sutjipto. The party branches in the local area (DPP and DPC), would formally support the choice of the central party leadership (DPP). However, there is no emotional attachment directed towards the party leadership's choice.

Manifestations of latent conflict are taking shape in a variety of forms. This includes the lack of support of DPC, which during the convention supported Soekarwo. Impact can also be felt at the level of DPD East Java. This latent conflict did not become a manifest conflict. However, when a party is not solid in managing the behaviour of its members, then this is a form of failure to run the party's internal organization. The result PDI-P twice failed to deliver its cadres to sit in the executive branch of the province of East Java, especially in the gubernatorial elections in 2003 and 2008.

However, PDI-P was also well aware that defeat is not the end of everything. If the governor's race in 2008 was lost, and the governor's race in 2013 they also lost, there must be a mechanism of nomination that must be fixed.

Factors that Affect Conflict Resolution

1. Personal Factors and Relational factors

The central figure is not only an iconic symbol of the party, but must have a unifying force. After three PDI-P Congress (2000, 2005, 2010), the party still had not moved from the dominance of a central power. Even the Third Congress (2010) which took place in Sanur-Bali, Megawati became the one single person who determines the members of PDI-P eligible to ran for office. In other words, she has full authority to determine the members of the DPP candidates from the party, even the 2014-2019 Presidential candidate of Indonesia from PDI-P. Pramono Anung, Vice Chairman of the House of Representatives who is also the Secretary General of the Democratic Party of Struggle (2005-2010) asserts:

> In the democratic era, the dominant leader slowly began to decrease. Bu Mega was very dominant in 1999 and also Pak SBY in 2009 (Interview in Bandung, August 13, 2010).

In spite of such opinion, the PDI-P, after 41 years—originally called PDI or Partai Demokrasi Indonesia (Indonesian Democratic Party)—or 21 years (since PDI turned into PDI-P or the Indonesian Democratic Party of Struggle, in 1993) has experienced placing the the central figure in different lights. If the pre-1993 period, party figures used to appear and disappear but after that year, the PDI-P only know the name of one figure who is considered capable to carry on the party's leadership, that is Megawati Sukarnoputri. But in the interests of the organization ahead, the reliance on a central figure should be reduced. As recognized by Supriono, the chairman of the PDI-P in the local house of representative in Nganjuk district explains:

> Well, I think that's Bu Mega is charismatic. Actually, PDI-P should not rely on the children of Bung Karno. The problem is that what if there is no charismatic leader in the future? We have to learn together. Choosing a leader should not depend on the descendants of BungKarno. I am grateful if the person is charismatic, has great skill. But they should not be chosen because of her

> charismatic figure but because he/she is wise, capable and love his/her followers" (Interview in
> Nganjuk-East Java, August 30, 2010).

Members never give alternative to replace the leader who distributes the communication flow. The masses in the grassroots still see Megawati not just as a leader but rather as a force that has the authority to integrate all members of the party. Consequently, every time before the party Congress is, held the main theme is support for Megawati that can still continue to lead PDI-P for the next period.

2. PDI-P's organizational culture

The organizational culture, which is based on the decision to hand over all decisions to Megawati as a dominant figure. During the Rakerdasus (Special Area Work Meeting) before the the III Congress on 1 April 2010. All participants coming from all over the DPCs in East Java confirmed their agreement to re-elect Megawati. In fact they state that the PDI remains the opposition party under the leadership of Megawati. It was clear that there was a precondition that was deliberately created to pave the way so that there is no alternative candidate against Megawati in the Congress.

Even when Guruh Soekarnoputra attempted to run as Chairman of the PDI-P, the competition was already closed. Not because the participants was not willing, but the mechanisms that have been opened since the nomination several months before being used by the candidates to socialize.

Recognized or not it Megawati is a phenomenal figure in the course of PDI organization. When the government of the New Order regime tried to her political career, on the contrary, people actually gave tremendous support for her. The number of votes at the General Election PDI in 1999 increased dramatically to reach 33% at the national level as well as in East Java reached 33.81% of the vote.

What is the real reason for Megawati's popularity among the people of Indonesia? Wiwin one of the party cadres who have joined since the 1975 could shed some light:

> Based on the real experience in the field that I have experienced. I've always idolized BungKarno
> (President Sukarno). So BungKarno is symbolized as a bull, no matter what the party's name is. Bung
> Karno was also the idol of my ancestors. So if Bung Karno is gone, yes ..it should be passed on to his
> offspring (Interview in Nganjuk, August 9, 2010).

Empirical experience like that, of course, indicates derationalization in determining the choice, even the attitude of political compliance within an organization. In PDI-P, the organizational culture dictates that as long as the people or members of the political party organization see that the organization is still 'on track', there is no other choice except obey. Yadi Susanto, a PDI-P member of the District of ProbolinggoMaron said:

> Here's our role in the party, following the rules, the rules of the party and how to implement them for
> the welfare of the people participated. Then we as members just follow what has been decided that
> (Interview, 1 April 2010).

The point is to illustrate the fact that the opportunities for different or does not agree with the party leadership is very small. People already put the head of the central figure. The pattern of communication is dominated by the leader and members became very weak and difficult to give feedback.

But it does not mean that all leaders are decisive. As a label, 'democracy' calls for an obligation to listen to the aspirations of the people. PDI-P also realizes that it develops precisely due to the strong support of the masses. In the general elections after the reformation era in 1998, the party remains in the top three as far as legislative election is concerned. They garnered 33% of the vote (1999), 19% (2004) and 14.6% (2009). Attention to the voice of the people is still considered. Wiwin (Deputy Head of Women's Empowerment and Social Welfare DPC PDI-P Nganjuk) explains:

> First of all, decision-making is applied from top to bottom. Then from the branches to the PAC. All has
> been well implemented. The voice of the people are really taken into account. People is the spearhead
> of the party. They were the first to move, they move from the bottom. Not from above, no. From the
> bottom, because those who advance the party "(Interview in Nganjuk, August 9, 2010).

Although in some ways, the dominant party leadership dictates organizational culture, but on other occasions the aspirations of 'grassroots' is also heard. Under such condition, the voice of the people is a winner. If they are not managed well, slowly but surely the tendency to shift to another political party would be great. Experience of defeat twice in East Java gubernatorial elections (2008 and 2013) must be awareness with elite PDI-P, to build a new political culture.

Disscussion

Election of the Governor of East Java (2009-2014) is an interesting lesson for the PDI-P. Under the terms of the organization, for the nomination of governor is derived from the results Rakercabsus (Special Work Meeting) of DPC in East Java. The participants from 665 Tributary Board (PAC) that determines who is entitled to be nominated. But even if someone's already won at the branch level, they are not automatically entitled to be nominated as a candidate for governor. He first must obtain a recommendation from the PDI-P central leadership. Further SW Nugroho (Internal Secretary DPD PDI-P East Java) said:

> For elections (local elections) candidates must be recommended promoted PDI-P. There are two things we as a carrier party or the supporting party. When we send a candidate, we could help other parties as a supporter party. Or a candidate is carried by another party, the PDI-P as a supporter. If the number of popular vote is enough, according to the law, to carry our own candidate, then we will do that. There should be at least 15% of the seats. In particular it as a candidate, must have a recommendation from the DPP. In the selection of regents or mayors in the area that do not get PDI-P's 15% and had to join another party or join as a carrier, there will be no recommendation This means that it is the local DPC who should determine it without recommendation. But for areas that have the vote required, they could get a recommendation (Interview, 1 April 2010).

The issuance of a letter of recommendation is what seems to be the control of the DPP to DPD. Moreover if the DPD proposes two candidates with equal electability. At the election of Governor East Java Province in 2009, there were two candidates nominated for the PDI-P, namely Soekarwo (bureaucrats) and Soetjipto (former Chairman of the Council and the Secretary General of Democratic Party of Struggle). Then the rational considerations are often defeated by the emotional sensitivity based on the 'track record' of each candidate in the party. According to the experience of Pramono Anung, communications and discussions were conducted intensively prior to the DPP's issuance of recommendations. In addition to seeing candidates' popularity based on survey results, they also need to be considered on their merits in the organization. As said by Pramono Anung:

> The province of East Java is different from other areas. Especially for Mr.Tjipto these are people who had became Secretary General of the Party, the Party Chairman of the Council, vice chairman of the National Assembly, so that the party felt the need to give to a privilege. We also conducted a survey. Actually, based on the survey results and the differences between Pak Karwo and PakTjipto was not too much. Indeed pack Karwo was superior but the consideration was between cadre and non-cadre. No matter what, Tjipto pack is a cadre, he was the former Secretary General of the party "(Interview, August 13, 2010).

Aligning the interests of the central leadership (DPP) and the region (DPD) is not easy. Of course the pros and cons are very carefully taken into account. At this level, the DPP wants all processes to be carried out according to regulations. The only problem is, when trying to sell a 'political product' in the local elections, it is certainly not merely the concern the internal organization, but the grassroot. The DPP and DPD as the party elite tried hard not to resist the voice of the people (grassroots). They accommodated it through rakercabsus (special work meeting) so that aspirations can be communicated directly to members of the party elite.

Of the relational dimension, equality of the relationship is important, but when the elite (DPP and DPD) remains at its choice and ignore the will of the members, the results are expected to not be optimal. Each person has a different experience though variations are exposed to the same phenomena. Especially in an organization that is full of political intrigue and interest respectively. This picture more was clearly expressed by SW Nugroho thus:

> When PDI-P chose to recommend pack Tjip, there were rumors. Yet if we look at the people who choose to pack Tjip of the DPC in the number of people choosing PakTjip are numerous there (Interview, April 1, 2010).

What is at stake ultimately depends on the public, whether or not the majority of members or sympathizers of the PDI-P still favor him or not. It should be taken into account exactly in order to avoid ambiguity in assessing the people's voice. So the organization, as a formal forum that bridges the interests of the people and the elite must be professionally managed. In the event of either an internal or external conflict, ingroup or intergroup, personal or inter organizational, the organization according to Shockley-Zalabak (2012) must have instruments that directs how conflicts should be resolved. According to Papa, Daniel and Spicker (2008) should be appropriate to the context in which the organization was located.

Conclusion

Based on the aforementioned conflict-related level, each informant in PDI-P recognizes they have the levels of conflict. They formulated the conflict in accordance with the scope (the referential aspect). In PDI-P, conflict levels of interpersonal and intergroup occurred in levels. They recognize that when the personal interest is in contrast with the organizational one, then the conflict will eventually emerge. The problem is what brings about the conflict? The implementation process of organizational ideology serves the principle of political struggle of and related to the pragmatic interests of the individual.

The researcher in fact finds that the conflict is rooted from personal interest. Public Officials requires the support of their constituents and economic capacity as well. When one's capability is questioned, this means the public's trust that he / she could run a public office is very limited. Organization should have their future as a consideration. But, if members of the organization think of their current interest then conflicts emerge.

Personal problems may turn into a group issue. If this is not well-managed, inter-organizational problems will certainly emerge. The same thing is also experienced by PDI-P. During the Gubernatorial nomination, the individual members of organization seem to avoid to completely support the organizational decision. They indicated more focus on personal and group's interest. As the result, the support given was not all out.

When the organization makes certain decision, the technical organizer should be the members of the respective organization. They should have strong commitment for the sake of the organization in the future (the structural aspect). If the organization perceives that one does not have the capacity to become a public official (such as Governor), their consideration

But, if the consideration is motivated by ego, then the conflict cannot be prevented. The political conflict is susceptibly penetrated by an external party factor. As the result, the conflict is no longer on the scale of interpersonal, intra-group, nor intergroup, but inter-organization. In politics, such a fact is not avoidable. The reasonable step would be to strengthen the institution and personal capacity of the party's members through training, enforcement of party regulation, and sensitivity to detect the source of conflict and place clear criteria and qualification for the position of Public Officials from within the political party.

Acknowledgement

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INNOVATIONS IN THE MATHEMATICS TEACHING IN SECONDARY SCHOOL

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Abstract

The subjects of research are concrete possibilities of use philosophical-historical-developed and methodological-innovative elements in the mathematics teaching in elementary and secondary school in breaking of formalism and activating e.g. dynamism of teaching. The aim is that the pupils think over with originality and creation thinking. It develops usage of indepedent thinking, critical estimation and reasonable generalization.

Keywords: Innovations, philosophical-historical-developed elements in the mathematics teaching, methodological-innovations, breaking of formalism, dynamism of teaching mathematics.

1. Introduction

Properties of important points of a triangle (orthocenter, center of gravity, centers of a circumscribed circle and centers of an inscribed circle) as well as methods of their construction have been known since ancient times. However, it is less known about the existence, properties and structures of some unusual points of a triangle, such as J. Steiner's (1796 - 1863) point (which has the property that the sum of the distance from it to the apex of a triangle is minimal), or H. Brocard's (1845 - 1922) point (with the property $\sphericalangle \Omega$ AB=$\sphericalangle \Omega$ BC=$\sphericalangle \Omega$ CA where Ω is the inner point of triangle *ABC*), or of some other less important points. $[1]$

On this occasion we will not deal with the well-known properties and structures of J. Steiner's point, nor with the properties and structures of Brocard's point of a triangle, but with properties and constructions of a less distinctive and less familiar point of a triangle for which the following theorem is true.

2. Properties of an Unusual Point of a Triangle

Theorem 1. If three congruent circumferences intersecting in point S_1 and each touching two sides of ΔABC are inscribed in the triangle and if points O and S are the centers of the circumscribed and inscribed circles of ΔABC, then points O, S and S_1 are collinear.

Proof:

Let us designate with points A_1, B_1 and C_1 centers of the given congruent circumferences. It is easy to notice that they belong to the bisectors of the interior angles in ΔABC (see figure 1). $A_1L = B_1G \implies \overline{A_1B_1} \parallel \overline{AB}.$ In the similar way, we conclude that $\overline{A_1C_1} \parallel \overline{AC}$ and $\overline{B_1C_1} \parallel \overline{BC},$ from which follows that ΔABC and $\Delta A_1B_1C_1$ have common bisectors of the interior angles, that is they have one common center S of the inscribed circles. It is easy to note that a homothety H with center S and coefficient k maps $\Delta A_1B_1C_1$ into ΔABC, i.e. H

$\overset{k}{\underset{S}{}}(\Delta A_1B_1C_1) = \Delta ABC,$ where $k = \dfrac{AB}{A_1B_1}.$ However, since we have that, according to the given problem,

$S_1A_1 = S_1B_1 = S_1C_1$, point S_1 is the center of the circumscribed circle around $\Delta A_1B_1C_1$. Since ΔABC and $\Delta A_1B_1C_1$ are homothetic, the circles circumscribed around them are also homothetic, therefore we have that H

$\overset{k}{\underset{S}{}}(S_1) = O,$ i.e. points $O,$ S_1 and S are collinear, which was to be proven.
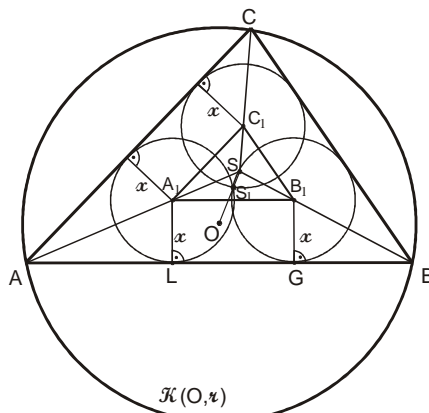
Figure 1.

Property of colinearity of points $O,$ S_1 and S enables us to construct point S_1, that is to solve the following problem.

3. Constructions of an unusual point of a triangle

2. Inscribe (construct) in the given triangle ABC three congruent circumferences intersecting in point S_1, where each circumference touches two sides of the triangle.

Analysis: According to the previous theorem, we have that a homothety H with center S and coefficient k maps $\Delta A_1B_1C_1$ into ΔABC, i.e. $H\overset{k}{\underset{S}{}}(\Delta A_1B_1C_1) = \Delta ABC,$ where

$$k = \frac{AB}{A_1B_1} = \frac{BC}{B_1C_1} = \frac{CA}{C_1A_1} = \frac{SA}{SA_1} = \frac{SO}{SS_1}$$ (see figure 1).

In order to construct the requested point S_1 of the given triangle it is necessary and sufficient to find the homothety (similarity) coeficient.

For that purpose, we construct a figure similar (homothetic) to the one in picture 1. That figure given in picture 2 consists of a pair of homothetic triangles $\Delta A_0 B_0 C_0$ and $\Delta A_2 B_2 C_2$ which due to similarity to the figure in picture 1, i.e. similarity to a corresponding pair of homothetic triangles ΔABC and $\Delta A_1 B_1 C_1$ have the same homothety coefficient k .

We obtain this figure by constructing in the following way:

First let us construct any $\Delta A_0 B_0 C_0$ which is similar to a pair of homothetic triangles ΔABC and $\Delta A_1 B_1 C_1$, and which will concurrently be homothetic with triangle $A_2 B_2 C_2$, where the center of that homothety is point S_0 , and coefficient k , i.e. $H_{S_0}^{k}(\Delta A_0 B_0 C_0) = \Delta A_2 B_2 C_2$.

Let us construct centers of inscribed and circumscribed circles in and around $\Delta A_0 B_0 C_0$, that is let us construct bisectors of its interior angles in whose intersection is found point S_0 - the center of the circle inscribed in $\Delta A_0 B_0 C_0$, and let us construct bisectors of its sides in whose intersection is found point S_2 - the center of its circumscribed circle (see figure 2). Let us construct three congruent circumferences which have one common point S_2 (the center of the circumscribed circle around $\Delta A_0 B_0 C_0$), with centers A_0 , B_0 and C_0 and with equal radiuses $A_0 S_2 = B_0 S_2 = C_0 S_2 = y$. It is easy to construct common tangents $(A_2 B_2)$, $(A_2 C_2)$ and $(B_2 C_2)$ on pairs of those circumferences that generate triangle $A_2 B_2 C_2$ homothetic with $\Delta A_0 B_0 C_0$.

Since the homothetic figure in picture 2 is constructed in the way that it is similar to the homothetic figure in picture 1, it means that the homothety coefficent is.

$$k = \frac{AB}{A_1 B_1} = \frac{BC}{B_1 C_1} = \frac{CA}{C_1 A_1} = \frac{SA}{SA_1} = \frac{SO}{SS_1} = \frac{A_2 B_2}{A_0 B_0} = \frac{B_2 C_2}{B_0 C_0} = \frac{C_2 A_2}{C_0 A_0} = \frac{S_0 A_2}{S_0 A_0} = \frac{S_0 O_0}{S_0 S_2}$$

Construction (first way):

Through analysis we found that a pair of homothetic triangles ($\Delta A_0 B_0 C_0$ and $\Delta A_2 B_2 C_2$) of the figure in picture 2 has the homothety coefficient that equals the one of a pair of corresponding homothetic triangles (ΔABC and $\Delta A_1 B_1 C_1$) of the figure in picture 1, i.e.
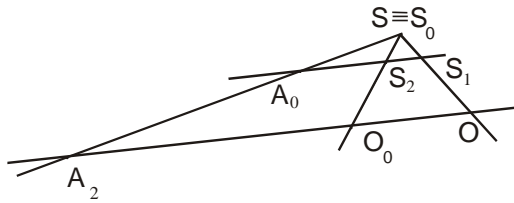
Figure 3.

$$k = \frac{S_0 A_2}{S_0 A_0} = \frac{S_0 O_0}{S_0 S_2} = \frac{S_0 O}{SS_1}$$, therefore we can easily construct the requested segment $S_0 S_1$.

Let us observe a part of the construction in figure 2, precisely let us construct a pair of corresponding homothetic triangles separately ($\Delta S_0 A_2 O_0$ and $\Delta S_0 A_0 S_2$) (see figure 3).

Triangle ABC is given and we can easily construct points S (the intersection of bisectors of its interior angles) and O (the intersection of bisectors of its sides) (see figure 4). Homothety H with center S and coefficient k maps $\Delta A_1 B_1 C_1$ into ΔABC , i.e. H $_S^k (\Delta A_1 B_1 C_1) = \Delta ABC,$ where $k = \dfrac{AB}{A_1 B_1} = \dfrac{BC}{B_1 C_1} = \dfrac{CA}{C_1 A_1} = \dfrac{SA}{SA_1} = \dfrac{SO}{SS_1}.$

Therefore, in figure 4, point S_1 is to be constructed, that is the segment $SS_1 = S_0 S_1$. As we constructed a segment SO and since $k = \dfrac{SO}{SS_1}$, we can circumscribe in figure 3 a circle K $(S_0, S_0 O)$ with a center in the homothety center $S \equiv S_0$ and a radius $S_0 O = SO$. With this homothety, points A_0, S_2, S_1 match points A_2, O_0, O , i.e. H $_S^k (\Delta A_2 O_0 O) = \Delta A_0 S_2 S_1$. Point S_1 is obtained as intersection of straight lines $(S_0 O)$ and $(A_0 S_2)$, i.e. $S_1 = (S_0 O) \cap (A_0 S_2)$. Thus we constructed segment $S_0 S_1 \cong SS_1$ and on segment SO we easily find the requested point S_1 of triangle ABC . In the similar way we can construct vertexes of $\Delta A_1 B_1 C_1$, and thus the three congruent circumferences in ΔABC that have the common intersection in point S_1 (figure 4).
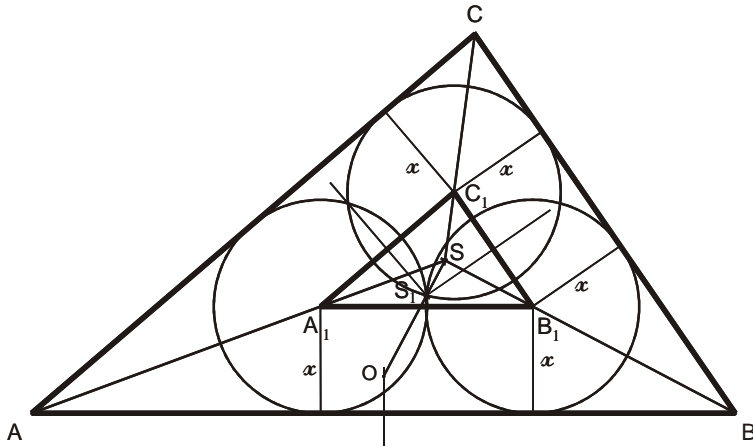
Figure 4.

Construction of the requested point could have been done in the following way as well:

Let us construct again a pair of homothetic triangles ($\Delta A_0 B_0 C_0$ and $\Delta A_2 B_2 C_2$) of the figure as in picture 2, and then let us construct ΔABC in homothety with $\Delta A_2 B_2 C_2$. It is clear that in this case their homologous (corresponding) sides are parallel. Center *V* of a new homothety is found in intersection of pencils of straight lines $(AA_2) \cap (BB_2) \cap (CC_2) \cap (SS_0) = V$, where the coefficient of this homothety (similarity) is

$$k_1 = \frac{VA}{VA_2} = \frac{VB}{VB_2} = \frac{VC}{VC_2} = \frac{VS}{VS_0}$$, then we have $H_V^{k_1}(\Delta ABC) = \Delta A_2 B_2 C_2$ and $H_V^{k_1}(S_1) = S_2$.

Therefore, point S_1 is found in intersection of straight lines (VS_2) and (SO), i.e. $(VS_2) \cap (SO) = S_1$, and the construction of point S_1 is thus completed (see figure 5).

However, we have that $H_V^{k_1}(\Delta A_1 B_1 C_1) = \Delta A_0 B_0 C_0$, and:

$(VA_0) \cap (SA) = A_1$, $(VB_0) \cap (SB) = B_1$, $(VC_0) \cap (SC) = C_1$, therefore we can construct point S_1 in a third way as a center of a circle circumscribed around $\Delta A_1 B_1 C_1$.
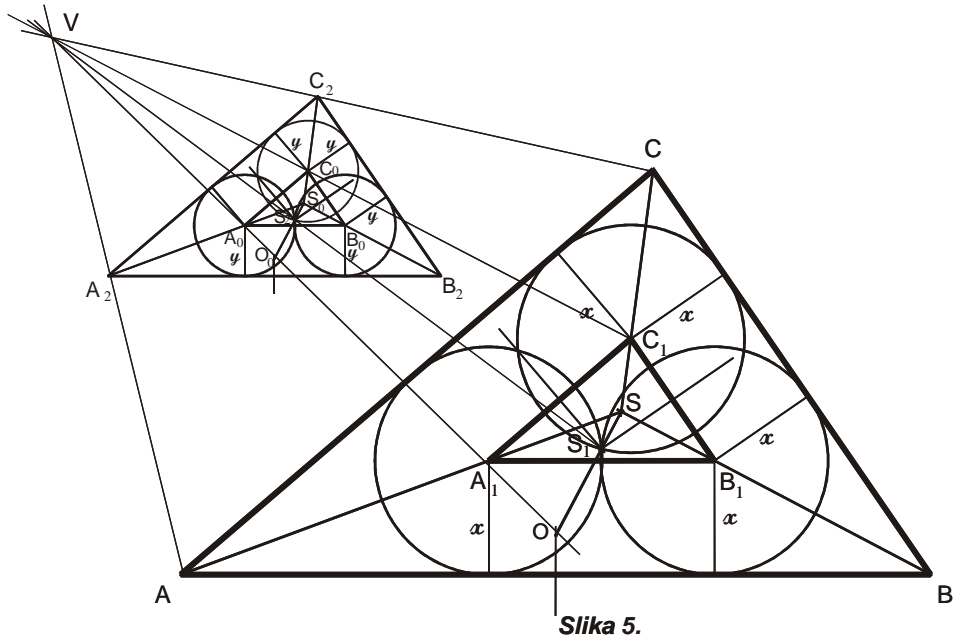
Slika 5.

Proof:

Proof ensues from analysis and construction.

Discussion:

Since point S_1 as the center of the circumscribed circle around $\Delta A_1 B_1 C_1$ is single (only one), the problem has only one solution.

Such innovations presented in classes of teaching in high school result in students' increased interest in independent research or creative work and serve for eradicating formalism and activating or dynamazing the teaching process with talented students.

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Admirative In Turkish, Albanian And Romanian Languages

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Abstract

Turkish admirative mood presents a different structure comparing with the same mood in other languages. This mood exists even in Albanian and Romanian languages. As it's known they have their own characterictics of the way in which they are formed, their structures and the stylistic values. In this paper we will talk about the stylistic value of this mood in Turkish, Albanian and Romanian languages. We will try to explain the structure of this mood in these languages and will try to explain the use of this mood in different contexts giving examples from each languages. The Turkish admirative doesn`t influence in admirative mood of Albanian, Bulgarian and Romanian languages. In Albanian language the admirativ mood presents an authentical mood that is very different from this mood in Turkish. In Romanian languages we have some partical contexts in which this mood is using and a different structure of it. Each language has its own structure and stylistical values. We will try to distinguish the differences between the way of expressing in admirative mood in these languages and giving examples comparing these structure.

Keywords: Admirative Mood, Structure,The Stylistic Value, The Position In The Sentences.

Introduction

Mood is a grammatical category of the verb expressing modality. Its meaning is the attitude of the speaker towards the content of the message.

The most frequently cited instance of Turkish grammatical influence in The Balkan is that of the development of the category of "reportedness" in the verbal system of some forms of east South Slavic, including standard Bulgarian and standard Macedonian. These two languages, just like Turkish, distinguish between processes directly perceived (witnessed) by speaker and processes not so perceived. (Kazazis, 1972: 98-99)

Admirative can be defined as the use of a special form or the special use of a form to express the speaker's surprise. In Balkan Slavic (Bulgarian and Macedonian), Albanian and Turkish such forms are all related to the perfect in some fashion, either synchronically or diachronically. Ex.Toj **bil bogat**. Ai **qenka** i pasur. O zengin i**miş**. (Friedman 1980: 7)   The admirative mood in Albanian, different from other languages is a separate series of paradigmatic sets rather a special use of an already existing form. In Albanian language we have admirative mood which includes present, imperfect, perfect and plurperfect (example verb "be" and "have" - qenkam, qenkësha, paskam qenë, paskësha qenë, paskam, paskësha, paskam pasur, paskësha pasur) and nonadmirative mood which includes present, imperfect, perfect and plurperfect (example verbs "be" and "have" - jam, isha, kam qenë, kisha qenë, kam, kisha, kam pasur, kisha pasur).

According to Demiraj the admirative mood in Albanian is derived from an inverted perfect with a truncated participle (Demiraj 1971: 32).

The Albanian **admirative** was first labeled as such and described by A. Dozon in 1879 (cited by Demiraj 1971, 31), where he defines it as a group of "compound tenses" expressing surprise and admiration, sometimes ironic. Mayer used the term **modal** in referring to the admirative (Demiraj 1971, 32). In the century or so since Dozon's grammar, this has been the only essential change in the traditional description of the meaning of the Albanian admirative, viz., a mood expressing surprise, etc. (Friedman 1980: 17)

According to Sytov, the admirative in Albanian language has specific features and attributes in comparison to other Indo European languages and non-Indo-Europeans. This grammar category has a special status and is part of a paradigm structure of verbs with many forms. Its basic meaning is its strong modality. It is used by the speaker to express a subjective assessment of real events, where the relations expressed by the admirative forms are combined with the real relations which the speaker established with the real and unreal. This can be found out by a series of forms, tenses an even moods (demostrative, subjunctive, conditional). This is what makes Albanian language special. (Sytov, 1979: 95-96)

The Albanian verbal system provides an instructive contrast to Balkan Slavic in its treatment of **evidentiality**. Albanian possesses two series of indicative tense forms, traditionally labeled indicative mood - mënyra dëftore and admirative mood - mënyra habitore, Nonadmirative and Admirative. (Sytov 1979, 110-111; Friedman 1981).

According to translations (see Friedman 1982), the vast majority of Albanian present admiratives correspond to Balkan Slavic simple presents, while most Balkan Slavic indefinite pasts correspond to Albanian nonadmirative past tense forms. (Friedman 1986: 182)

Most Balkan Slavic examples with "be" and "have" corresponding to an Albanian present admirative represent a use of the indefinite past to refer to a state which has been true before but was only discovered by the speaker at the moment of speech. (Friedman 1986: 183)

In Turkish language existed the suffixes -mış, -miş, -muş, -müş that has three grammatical functions. This suffix forms the perfect participle, which has no nonconfirmative nuances (belirtisiz geçmis zaman). According to linguists the three grammatical functions of the suffix -mış, -miş, -muş, -müş in modern Turkish are. 1- Stressed, attached directly to the verbal base or stem, used nonpredicatively with suffixes in addition to person markers, **-mış, -miş, -muş, -müş forms the perfect participle, which has no nonconfirmative nuances**. 2- Stressed, attached directly to the verbal base or stem, used only predicatively and only with person markers, **-mış, -miş, -muş, -müş forms the past tense which the majority of grammarians say is nonconfirmative**, 3- the **-mış, -miş, -muş, -müş past of the verb "be", 3 sg imiş, can be used enclitically and added to almost any kind of predicate**, in which case it is never stressed and is said to be unmarked for tense (Lewis 1967, 101-103, 122-124, Swift and Agrali 1966, 202-204, Deny 1920, 355, Elove 1941, 337, Calabov 1949, 88, Johanson 1971, 63, Kononov 1956, 250, 391) (Friedman 1980: 21)

Examples adapted from Friedman (Friedman, 1980: 21) translated in Albanian.

1.Gel**miş** oğlan güzel(dir). – The boy who has come is handsome (Having-come boy handsome (is) – Djali që ka ardhur është i bukur.   1

2.Güzel oğlan gel**miş**. – I gather the handsome boy has come/came (hand-some boy came/has come) – Djali i bukur ka ardhur/**paska ardhur**. 2

3.Oğlan güzel**miş**. – The boy is/was said to be handsome. (Boy handsome is/was) – Djali **qenka** i bukur. 3

4.Güzel oğlan gel**mişmiş**. – The handsome boy is/was said to have come (Handsome boy having-come-is/was. – Djali i bukur **paska ardhur.** 1 + 3

As has already been noted, the -mış, -miş, -muş, -müş past has often been compared with the **past indefinite of Balkan Slavic**. (Lewis 1967, 101, (Kreider 1968, 104, Underhill 1976, 104, Lewis 1963, 110) (Friedman, 1980: 21)

The admirative use of imiş has received almost no attention in Turkish grammars and it has been mistakenly claimed that such usage not exist in Turkish (Debraekeleer 1966: 267). The examples cited in grammars and articles by foreigner linguists we will translate in Albanian (Friedman 1980: 22)

Ne çok kitabın var**mış**. – How many books I (seem to) have! Sa shumë libra **paske**! (Underhill 1976, 199)

Ben çok güzel**miş**im. (Kononov 1956, 391) – Why, I'm very beautiful! U sa e bukur qenkam (Qenkam shumë e bukur).

Ne güzel vallahi kösk gibi bir evmiş. (Kononov 1956, 391) – O Lord, how beautiful … it's a house like a place! Sa bukur **qenka** një shtëpi si vilë.

Pek masallah… ne pek alim fazıl adam imiş. (Deny 1920, 727) Praise be! What a very learned and virtuous man he is! Mashallah **qenka/paska qenë** një burrë i ditur.

Of, ne güç hal imiş. (Deny 1920, 726) Uf sa situatë e rëndë **paska qenë**. (Friedman, 1980: p. 22)

Many grammars omit reference to such usage altogether, and those which do cite it treat it as an emotive non confirmative of surprise. In Albanian language they are translated with the admirative forms (present and perfect).

The subjective modality or the modality composed of morphemes -mış, -miş, -muş, -müş, is otherwise called the retell mood or the narrative/dubitative mood. The subjective modality is used to express the personal attitude of the speaker towards what is being expressed in a sentence. -mış, -miş, -muş, -müş morphemes **convey modal meanings** and modify

somehow **the meanings of verbal moods**. The subjective modality is composed of the past tense of the verb (imek) to be and undefinite form of suffix -(y)miş or the verb imiş joined to the forms of present tense.

According to Johanson these forms of subjective modality encompass characteristic meaning nuances. The speaker speaks of its own attitude towards what he/she telling. When translated to Albanian language or in other Indo-European languages this modality is expressed with special words which was told to the speaker by others, an action in which he/she did not participate and in consequence is not a participant and a witness of the event. In other words the element imiş with its subjective meaning influences the meaning of verbal tenses.

Johanson say that the indirectivity of Turkish Language is used in those sentences which have a contradictory meaning. It has been discussed that indirectivity is the linguistic expression of narrated event, as it is shown in the conscious subject. This means that the event has not been narrated directly but in an indirect way: referring to its reception from conscious subjects. The information source – the way/mood the event was made known to the conscious subject is not a criteria; it is nonessential (not a direct perception) whether perception was created through gossip, logic deduction or direct perception. Receiver is not necessarily speaker, but it can be also a partecipant in the narrated event. In consequence, the indicators or indirectivity are not included within the obvious scheme, making a difference between the speaker at first hand and information at first hand.

The functions of morpheme -mış, -miş, -muş, -müş are generally misunderstood in Turkish. It main meaning is often not exactly "gossip" or "supposition". It is wrong to define it as "personally unperceived event", it is wrong to pretend that it always expresses not a testimony, that shows the result of an unobserved process where the speaker was not present during the course of the event and does not testify to its occurrence, that the speaker was not the conscious source of the event and that the event is developed without the conscious participation of the speaker. (Kononov, 1980: 188) Besides the indirect mood of presentation, morpheme -mış, -miş, -muş, -müş does not always define experimented and unconscious events. Morpheme -mış, -miş, -muş, -müş from old Turkish language is used as a clear post-terminal and at the same time as an indirective. So morpheme -mış, -miş, -muş, -müş is used to know the entire or partial written event from understanding the valid information from some post terminal points of orientation. Johanson says that the essential indirect understanding is the reception of an impression which creates awareness on the situation. Non-information has to do with the mental preparation of the speaker or the preceding expectations of the speaker. Depending on the source of information can observe three types of uses: perceptive use, inferential use (conclusion), use for reporting.

Linguist have emphasized that -dı, -di, -du, -dü marks an event considered as true by the speaker, while -mış, -miş, -muş, -müş marks an event in which the speaker is not a direct witness. (Bazin 1966: 272-273); Bazin-Feuillet 1980; Johanson 1971: 63, 281).

In the perceptive uses of -mış, -miş, -muş, -müş the event is imaged to take place after decisive limit, but it is not essential if the speaker has experimented with the completion of its limit.

Acoording to Johanson the semantic of particle -(y)mış, -(y)miş, -(y)muş, -(y)müş in Turkish has often been misunderstood. It has been considered as "dubitative". -(y)mış, -(y)miş, -(y)muş, -(y)müş never conveys the post-terminal viewpoint, which is typical for -mış, -miş, -muş, -müş. So the combination of -(y)mış -(y)miş, -(y)muş, -(y)müş and intra-terminal root with -iyor allows for intra-terminal point of view of the event, such as yazıyormuş. - Is/was writing. Besides, -(y)mış -(y)miş, -(y)muş, -(y)müş is combined with -mış, -miş, -muş, -müş to denote and indirective post-terminality in a clear way (without ambiguity), for example in Turkish. Yazmışmış. - Has written.

The indirective as a category of admirative underlies the assertion that it is "indirect" when the act is not transmitted in a direct form, but in an indirect form a conscious subject. The result is information with double layer. The event is accepted by the speaker. The receiver can be the speaker as the participant in the conversation or as a participant in a transmitted act, such as the protagonist in a narration.

Admirative is the mood which expresses the existence of a series of tests for sourcing information. This information can be realised through gossip, conclusion and perception.

Indirectivity in Turkish language is formed morphologically by two types of markers: **Formal markers** that are verbal suffixes which fill in the obligatory empty spaces and are in front of morpheme changes. **-mış, -miş, -muş, -müş particles: enclitic elements** which are normally found after the core objects and which fill in the empty spaces with zero morpheme.

In addition, Turkish language has particle imiş, which cannot be added to the verbal root but that can be followed by noun participles, including the verb noun roots. There is no clarity between the past and present time reference and the stable marker of indirectivity. As imiş normally presents allomorphs with suffixes such as -(y)mış, -(y)miş, -(y)muş, -(y)müş some of its meanings corresponding with the changing marker -mış, -miş, -muş, -müş.

In spoken language the variations of these morphemes are characterised by different structures of intonation. For example, present and imperfect tenses geliyormuş – is coming so it seems, future gelecekmiş – as it seems it will come and indirective i.e. gelmişmiş. - has already arrived.

In addition to the basic opposition between the -dı, -di, -du, -dü past and the -mış, -miş, -muş, -müş past, the copulative auxiliary verbs idi and imiş can be added to various verbal bases (aorist, progressive, future, perfect, conditional, necessitative, and subjunctive, e.g. gelir, geliyor, gelecek, gelmiş, gelmeli, geley) to add either a confirmative (di-) or nonconfirmative (miş-) nuance. **The auxiliary idi always and the auxiliary imiş usually add an additional nuance of pastness, which can result in modal (e.g. irrealist), taxic (e.g. plurperfect), or other additional grammatical effects, but these are not essential to this exposition.** The auxiliary idi can also be added to the any noun or verb (except the di- past, conditional, and imperative) to indicate either supposition or emphasis, depending on the context. When -dir is added to the third person -mış, -miş, -muş, -müş past, it results in a definite past tense, whereas when added to other persons the effect is one of supposition (see Lewis 1967: 106-41 and Johanson 1971: 229). Marked nonconfirmative meaning (admirative and dubitative, to be discussed below), are also conveyed by imiş. More recent analyses of the Turkish situation have emphasized **the interaction of tense, aspect and mood in producing effects of evidentiality and certainty** (see Aksu-Koç 1995).

The Romanian presumptive mood (modul prezumtiv) is said to express the same complex of meanings that occur in forms marked for nonconfirmative status in the Balkan language discussed so far, i.e. supposition, (ironic) doubt, surprise, report. The linguists debate about whether the presumptive is a separate mood. (see Friedman 1998). In romanian the presumptive generally indicates the availability of indirect evidence for the truth of a proposition.

According to Zafiu (2009), in Romanian, the label 'presumptive' dates from Manliu (1894: 248). As defined in Rosetti (1943: 77) and Rosetti and Byck (1945: 161), this label is used to refer to the expression of "an uncertain event, suspected only by the speaker" (See Mihoc, Romanian Presumtive Mood) Since many structures potentially fit this description, the Romanian Presumptive Mood has long been an object of controversy. Despite recent attempts to resolve the issue (in Romanian: Zafiu 2002, 2009, Reinheimer-Ripeanu 1994a,b, 2007; in French: Reinheimer-Ripeanu 1998, 2000; in English:Irimia 2009, 2010), many parts of the debate still remain open to discussion.

Traditional grammars (The Academy Grammar 1966, 2006) include this form among the non-indicative moods, besides the so-called conditional-optative and the subjunctive. What is puzzling about this 'mood' is its multiple combinatorial capacity; more specifically, it can be formed from **the perfect form of the future** (in its popular or literary constructions.) (See Irimia)

According to Irimia in Romanian, the so-called **conditional-optative** is realized, in its perfect forms, from idiosyncratic have/want auxiliary conjugations plus the infinitive of the verb be (fi), and the past participle; **the perfect subjunctive** has the marker SA followed by the infinitive be plus the past participle. The literary **perfect future (indicative)** is a combination of the auxiliary want followed by the infinitive be plus the past participle; **the "popular" future** has a similar composition, with the exception that reduced forms of the auxiliary want are employed. What makes the presumtive morphologically peculiar is that, instead of the past participle, the present participle (gerund) is added, which in Romanian has the characteristic suffix –nd.

According to Irimia presumptive forms constructed out of the conditional-optative are the most frequent, while the subjunctive ones are restricted to interrogative environments, with or without an interrogative particle.The presumtive is also possible in Romanian in embedded clauses introduced by impersonal.

A minimal semantic account of the Romanian presumtive has to explain where the indirect evidential meaning comes from. An answer this question starts from the observation that, similarly to some perfect evidentials exhibited by Bulgarian (Izvorski 1997) or Turkish (Aksu-Koç&Slobin 1986), which also take a perfect morpheme, the Romanian ones are never interpreted as present perfect; as such, they do not accept adverbs generally preferred by the perfect (McCoard 1978, Izvorski 1997): at present, up till now, lately. The temporal and the aspectual behavior of the Romanian perfect morpheme suggests that it carries a strictly modal contribution, in a similar pattern to Bulgarian or Turkish. In the domain of evidentiality, the perfect is considered to be the spell-out of an exclusion (Iatridou 1996/2000) feature, responsible for extending the set of possible worlds quantified over beyond the set of epistemically accessible worlds, and giving rise to the evidential semantics.(See Irimia)

This is a general view of the admirativ and its specific features in Albanian, Turkish and Romanian languages. To make a comparision of the concept of admirative in this languages we based on the analize of a material which is the roman My name is Red of Orhan Pamuk translated in Albanian language.

Method

Materials

The materials for this study are selected from the literature in Albanian, in Turkish and in English languages about the concept of admirative and its development in Balkan area. They are respectively the material of Morphology in Albanian and Turkish. Also they are selected from the articles of Victor Friedman and Lars Johanson and other linguists which are wrote about this gramatical fenomena in Balkan area and altaic area. As we say we based on the traslation of admirativ mood in Turkish and Albanian language in order to give our opinion about the admirativ and its features in these languages. For Romanian the materials are less than materials from Turkish, Albanian and English languages. But we select only the subjunctive to make some teoritical conlusions.

Procedure

Firstly, we selected the materials from literature and try to make a general view of this fact in general meaning and after that in Albanian, in Turkish and partially in Romanian language. We try to emphase the paradigmatic sets of admirativ in Albanian, in Turkish and in Romenian based on gramatical fact collected into literature. For comparison we analize 150 pages of the roman "My name is red" in Turkish version and try to understand the structure of sentenses and the using of admirative with the mopheme -mış, -miş, -muş, -müş in this interval. We select the sentences and structures and try to find the respective translation in the Albanian version of this roman. It's obvious that these languages that are part of different families used a different structures to give the same meaning.

Results

In conclusion the admirative form has different structure and different origin in Albanian, in Turkish and in Bulgarian Languages. As a meaning and nuances these forms are similar in these languages. Turkish didn't influence on Albanian admirative or in Romanian Admirative. These forms are developed in different period of time and in different conditions. The presumptive in Romanian illustrate that is only a different type of evidential in the Balkan area. Albanian admirative mood is too old. It has developed into a marked non-confirmative. Albanian admirative has independent paradigmatic set. It is in inverted perfect. Albanian admirative developed a rich paradigm with different forms of the verb. The Turkish admirative has its characteristic and it is different from Albanian and Romanian language.

In material selected from the roman My name is Red we show that the most of the sentences are embedded sentences constructed with infinitive (noun sentences). The Turkish language has the infinitiv form that doesn't exist in Albanian language.This form that is very rich in Turkish language in Albania is traslated with conjuctive forms. As it is known the absence of infinitiv in Albanian language is replaced with the subjuctive mood. It means that the almost all the sentences with infinitiv of Turkish languages in Albanian are translated with the subjective mood.

The use of -mış, -miş, -muş, -müş of Turkish in admirativ meaning in Albanian are traslated with the admirativ mood`s forms. Most of them are traslated with the present and perfect of admirativ in Albanian language.

The admirative even that it's the same morphological structure in these languages it is developed in different forms. The fact is that Turkish language did'nt affect the morphological structure of the Balkan languages. Turkish admirative didn't affect the Albanian admirative or Romanian admirative.These languages has a different elements and different forms to express the admirative meaning.

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The Morphemes -lar/-ler and -lik/-lık/-luk/-lük of Turkish Language Into Albanian and Romanian Languages

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Abstract

Turkish language has greatly influenced the Balkan's languages. Regardless of the fact that these languages are different from each-other, again in almost of them Turkish language has influenced with elements of its structure and lexicon. Turkish with elements of its structure has influenced as well on Albanian language and Romanian to. In this paper we will take a general view on grammatical elements of plural of Turkish language such as the morphemes -lar/-ler and the use of these morphemes in the word-formation of Albanian and Rumanian languages. Besides knowing suffixes like -xhi/-çi /-llëk/-çe/-li/-lli ecc. used with Turkish borrowed themes, we will focus on the using of these suffixes in Albanian and Romanian languages. Furthermore we will explain some derived words in Albanian and Romanian languages and the using of these morphemes today.

Keywords: Morphemes **-lar/-ler, -lık/-lik/-luk/-lük**, Albanian Language, Romanian Language.

Introduction

For more than half a millenium, Turkish was the official language in much of the Balkan peninsula. It was the language of administration and of the market place; it was spoken in village as well as in towns; and, among populations that converted to Islam while retaining their native languages, Turkish had a sociocultural prestige added to the legal and practical importance it possessed for all of Turkey in Europe. It can be even be argued that it was the Turkish conquest which created the Balkans insofar as it still exists as a geopolitical and sociocultural entity of today. Under these circumstances, it is not surprising that the influence of Turkish on the Balkan lexicon in terms of derivational morphology, lexical items, and semantics has been significant and has lasted the modern period. (Friedman 1994: 521)

This new culture and this new religion which was set in the Balkans during the period of the Ottoman Empire, brought with it new concepts, which created the basis for introduction of words from other languages. As it is known, there exists a common corpus in the Balkans, composed of around 846 words, most of which are part of the active use of the languages of the Balkans. These words are related to religious concepts, concepts related to house furniture, to various ways of cooking and dishes, as well as with the characteristics of the person. These words did not damage the languages of the Balkans, despite of the long Ottoman invasion. As it is known, according to professor Çabej, the words introduced from Turkish belong to three time periods: from X – XIV century, from XV – XVI century and from XVII – XIX century. The first period has fewer introductions. While the words introduced in the second period are more numerous. (Çabej 1975) The third period is noted for more words introduced as well as for the development of literature with Arabic letters. This was known in the Albanian literature as the literature of the 'bejtexhi-s' (comic instant poets). Albanian language has borrowed more than 4000 words, from which more than 1400 have been included in the Dictionary of the Albanian Language. Meanwhile, in the Dictionary of the Oriental Words of Tahir Dizdari, there are 4406 direct introductions from Turkish; he emphasizes there also the lexical meaning as well as the phonetic alterations of these words.

From a lexical point of view, the influence of Turkish is one of the most salient characteristics of the languages of the Balkan linguistic league. In fact, Miclosich's (1884) study of the influence of Turkish on the languages of Southeastern and Eastern Europe is one of the earliest works in the field Balkan linguistics. (Friedman 1994: 521)

According to Kazasis is, however, general agreement that the impact of Turkish on the domains of morphology and syntax was much less significant than its impact on the lexicon. (Sandfeld 1930, p. 159; Hazai 1961, p.102)

Again according to Kazasis Turkish influence on the sound system of the standart Balkan languages has been minimal. The main vestiges left by Turkish on standard Balkan phonology are indirect ones, namely an increase in the frequency of occurrence of some sounds, such as the sound -dz in Albanian, Rumanian, and the South Slavic languages with which we are concerned. That happened because those languages adopted Turkish words and suffixes containing that sound. Rumanian, already had that sound in words inherited from Latin, such as ginere 'son-in-law', genunchi 'knee', a trage 'to pull', etc. (Kazazis 1972: 99)

Turkish influences do not simply have a lexical nature. In some Balkan languages they influenced a grammar. In all of the Balkan languages, a part of Turkish suffixes which were introduced along with Turkish words, became isolated from borrowed words and started to be productive with non Turkish roots. As it is well known, suffixes with a greater use in these languages are -lı,-li,-lu,-lü,-cı,-ci,-cu,-cü,-lık,-lik,-luk,-lük,-ca,-ce,-ça,-çe. It should be pointed out that despite using and borrowing these words, Balkan Languages did not acquire all the meanings these suffixes have in Turkish language.

According to Miklosich, who was first to write on these suffixes in Balkan languages, -lı,-li,-lu,-lü can be found in Serbian, Bulgarian and Albanian languages,-cı,-ci,-cu,-cü, can be found in all of the Balkan languages except for Greek language, -lık,-lik,-luk,-lük can be found in all of the Balkan languages except for Greek language, -ca, -ce can be found in Serbian, Bulgarian and Albanian languages, -kar can be found in all of the Balkan languages. (Latifi 2006: 502)

As known from the lexicological studies, the Romanian language has borrowed around 3900 words out of which 1700 are of daily use. Researchers on Turkish borrowings in Romanian are numerous. To mention a few: Miklosich, Lazar Saineanu, Theophil Lobel, Karl Lokotsch, Heine F. Wendt, M. Guboğlu, Muammer Burlu and Kerim Altay. M. Guboğuz worked for their exact determination in his work "Romanya Türkolojisi ve Rumen dilinde Türk sözleri hakkında bazı araştırmalar". Later on, the linguist of Turkish origin, Kerim Altay, in the four dictionaries of Romanian that he prepared, notes that the group of words used daily may reach up to 2000 words. This conclusion gives also the essence of his work. "Rumencedeki Türkçe kelimeler".

In relation to suffixes borrowed in Rumanian language we can mention Werner Bahner (1958). In his work he emphasizes that –giu suffix continues to be productive in today Rumanian as a pejorative suffix. Hi gives examples such as laptagiu, cazangiu, cafegiu, odagiu, hangiu, borangiu etc. (Kazazis 1972:102-111).   In their work "Suffixes in Albanian Language" Xhuvani, A. and Qabej, E. emphasize that –lik suffix is also part of the Rumanian language. The examples they give are ciflig, geamlic, babalic, caraghioslic. (Latifi: 2006, pp. 502)

In this paper we will focused on **-lar,-ler** and **-lık,-lik,-luk,-lük** morphemes. If we refered to the Turkish grammar for these morphemes they have these meanings. **-lar/-ler** morpheme forms the plural in Turkish. It is also a word formation morpheme. It identifies collective nouns. It is added to nouns of a particular quality. This suffix forms nouns that denote profession sets different from the nouns denoting professions. We will give some examples from Turkish that are traduced into Albanian language.

Turkish	Albanian	Turkish	Albanian
bakal	shitës ushqimor	bakallar	shitësit ushqimorë
kasap	kasap	kasaplar	grupimi i kasapëve
mimar	arkitekt	mimarlar	grupi i arkitektëve

a) This morpheme forms also collective nouns like examples below.

Turkish	Albanian	Turkish	Albanian
insan	njeri	insanlar	njerëzia
çocuk	fëmijë	çocuklar	fëmijëria
dağ	mal	dağlar	male

b) Also they form last names denoting collective nouns. E.g. Ahmet-ler, Doğan-lar, Düzceli-ler.

Nouns denoting professions, titles, nations, rulers, inhabitants of a country or town from general representative nouns. E.g.Türkler (turqit), İtalyanlar (italianët), Habsburglar (Habsburgët), Oğuzlar, Atatürkçüler, Aleviler (alevitë). When used after proper nouns, this suffix denotes similarities. E.g. Mithat Paşalar, Namık Kemaller, Londralarda (ata që janë në Londër).

c) The suffixes -gil and -ler in the Anatolia speech form collective proper nouns that can extend by the -ler suffix such as Tuzcu-giller. The suffixes -gil and -giller form family last names and terms.

When added to the noun oğul and proper nouns as an indefinite syntagma, beg names are formed. Example Aydınoğulları,Candaroğulları,Karamanoğulları,Ramazanoğulları,Saruhanoğulları etc.

d) This morpheme forms toponyms, mountain ranges.E.g. Çifte-ler, Çoban-lar, Tatar-lar, Orhan-lar, Toros-lar (malet Toros), Alp-ler (Alpet), Atlas-lar (Atlaset) Ada-lar (Ishujt), Antil-ler (Antilet). These suffixes have formed nouns to replace Arabic terms and western loanwords:

Arabic	Turkish	Albanian

-ler	futut	mantarlar	kërpudhat
-liler	zülhasale	kavuzlular	glumimoret
-giller	necliye	buğdaygiller	graminoret

This suffix was used for the Arabic and Persian words that were introduced in the ottoman Turkish and during the expansion of the Turkish Empire e.g. memurin = memurlar, ulema = bilginler etc. This suffix was very vivid during this period as it was added to loanwords or terms or to find the equivalent to the western borrowed terms. (Turkish Grammars, Korkmaz, 2007, Banguoğlu 2000).

The foreign languages impact in the Albanian grammatical structure, as justly put by different scholars who studied the Albanian language was either zero or it affected some particular elements. In this perspective, as far as the Turkish impact is concerned, in the suffix system used to form the plural, the suffixes **-ler** and **-lar**, have the Albanian variants **-lerë** and **-llarë**, thus adding the ending **-ë**. (Boretsky 1975; Hysa, 1998: 149-153)

In Albanian along with some borrowed words from Turkish have entered the plural suffixes of Turkish -llar,-ler which in analogy with the plural of the type fshatarë (villagers) have also take the morpheme -ë at the end: agallarë, atllarë, baballarë, subashllarë, ustallarë, xhaxhallarë, bejlerë, dervishlerë, efendilerë, kadilerë ect. A part of these words have passed into old unused words. (Gramatika e gjuhes shqipe 1, Akademia e Shkencave e Shqiperisë 2002: 100)

This morpheme of Turkish also appear in the Albanian Patronymic profession derived names. Most of these profession names were replaced with Turkish names, which, as Sh. Demiraj describes, "in Albanian many more nouns were introduced than adjectives and verbs from Turkish". Since the Turks ruled Albania by Albanian officials, the so-called derebej, Albanian pashas were appointed as governors of the pashaliks. Thus, the patronym Pasha - Pashaj and its derived variants Pashali, Pashalli, Pashallari, are often found in Albanian names. (Bidollari 2010: 111) The new religion that Ottoman Turks brought was accompanied with relevant institutions and people that ran them, with religious hierarchy titles and functions, with Patronyms there of Hafizi - Hoxha - Hoxhja - Hoxhati - Hoxhalli - Hoxhallari, which is the most prevalent Patronym in the Albanian territory. Patronyms derive from the Bektashi as well such as Dervishllari, Dervishleri with reference to the suffix -lar. According to Bidollari, the names of other families, those ending in -llar, such as Meçollari, particularly frequent in the Permeti region, are singularized plurals, i.e. from one Meço the plural was formed, his entire family or kinship were called Meçollarë, then it singularized to Meçollari.

According to Turkish Grammars the suffix **-lık/-lik/-luk/-lük** is the most productive suffix in Turkish. In Albanian it is borrowed from Turkish with the word. This suffix has two functions. It forms the destinativ. (Banguoğlu 2000: 193-194; Korkmaz 2007: 57)

Turkish	**Albanian**
elli kuruş-luk bilet	(biletë 50 qindarkëshe)
üç gün-lük iş	(punë për tre ditë)

It forms adjectives in sense of belonging and is placed behind the name. It has the meaning of preposition 'for'.

Turkish	**Albanian**	**Turkish**	**Albanian**
bayramlık	festë	bayramlık elbise	veshje feste (veshje për festë)
kiralık	me qira	kiralık ev	shtëpi me qira

Like a morpheme that create new words it has a lot of meanings. Through it can be formed the nominalized adjectives that show items, tools, instruments.

Turkish	**Albanian**	**Turkish**	**Albanian**
göz	sy	gözlük	syze
kulak	vesh	kulaklık	kufje

It is a very useful and forms generally names and surnames. The main function is to give the sense of something that is used for a particular purpose or action. Semantic structure of the word after which it is added and its function makes this

suffix to win a variety of functions other than its main function.This suffix forms names that give the meaning to a particular function.

Turkish	Albanian	Turkish	Albanian
akşam	mbrëmje	akşamlık	veshje mbrëmje
baş	kokë	başlık	titull

It forms the place in which are a lot of same things.

Turkish	Albanian	Turkish	Albanian
çift	çift	çiftlik	çiftlig
fidan	fidan	fidanlık	fidan
ağaç	pemë	ağaçlık	pemishte
zeytin	ulli	zeytinlik	ullishtë

This suffix forms names of places.

Turkish	Albanian	Turkish	Albanian
arnavut	shqiptar	Arnavutluk	Shqipëri
ayva	ftua	Ayvalık	
zeytin	ulli	Zeytinlik	

With this suffix is constructed the repetitive words that are characteristic of the Turkish language. (Ikimeler - dublets)

Turkish		Albanian	Turkish		Albanian
Gül	trëndafil	gülüstanlıkvend luleshgüllük gülüstanlık			vend i begatë
gün	ditë	güneş	diell	günlük güneşlik	ditë me diell

It forms of names with the feature set of tools.

Turkish	Albanian	Turkish	Albanian
biber	spec	biberlik	mbajtëse piperi
çakmak	çakmak	çakmalık	vend çakmakësh,
tuz	kripë	tuzluk	kripore

It forms the profession's name and specific fields of study.

Turkish	Albanian	Turkish	Albanian
asker	ushtar	askerlik	ushtri
avukat	avukat	avukatlık	avokati
bakkal	bakalli	bakkallık	shitës

This suffix added to adjectival themes formed with the suffix -ci or not, and forms the community of people who follow the same direction, religious beliefs, philosophical, political convinction.

Turkish	Albanian	Turkish	Albanian
toplumcu	social	toplumculuk	socializëm
atatürkçü	ataturkist	atatürkçülük	ataturkizëm
bektaşi	bektashi	bektaşilik	bektashizëm

This suffix foms names and titles that indicate positions.

Turkish	Albanian	Turkish	Albanian
ağa	aga	ağalık	të qenit aga
imam	imam	imamlık	profesioni i imamit

kaymakamnënprefekt   kaymaklık   profesioni i tij

It forms also unconcrete names with general quality from names and adjectives.

Turkish	Albanian	Turkish	Albanian
ana	nënë	analık	amësia
çocuk	fëmijë	çocukluk	fëmijëri
haydut	hajdut	haydutluk	hajdutëri

It also forms the names that show color, giving the spread understanding and mastery of that color.

Turkish	Albanian	Turkish	Albanian
ak	e bardhë	aklık	bardhësi
kara	e zezë	karanlık	errësirë
yeşil	e gjelbërt	yeşillik	gjelbërim

Turkish	Albanian	Turkish	Albanian
bol	mjaftueshëm	bolluk	bollëk
deli	budalla	delilik	budallallëk
yavaş	ngadalë	yavaşlık	ngadalësi

This suffix is added to participle formed by the suffix -ar, -maz and forms unconcrete names.

Turkish	Albanian	Turkish	Albanian
anlaşılır	i kuptueshëm	anlaşılırlık	mirëkuptim
anlaşmaz	i pakutueshëm	anlaşmazlık	keqkuptim

This suffix forms names that have the meaning 'of being in a group, or collection' adding to the numerals and adjectives.

Turkish	Albanian	Turkish	Albanian
bir	një	birlik	njëshe
bin	njëmijë	binlik	një mijëshe

This suffix adding to names settling time forms names and adjectives that are included in that unit of time.

Turkish	Albanian	Turkish	Albanian
asırlık	shekull	asırlık	shekullor
hafta	javë	haftalık	javor

This suffix is used to replace the Arabian compound suffix -iyyat>-iyet, as in the words hakimiyet, insaniyet, Milliyet, or other words that have entered from Arabian.

Turkish	Albanian	Turkish	Albanian
dünyevi		dünyalık	botë (dynjallëk)
husumet		düşmanlık	armiqësi (Banguoğlu 2000:195-196)

In Albanian this suffix is used. The formation of abstract nouns in Albanian language is made even with some foreign suffixes such as -llëk, -izëm, -azh, -urë. Turkish suffix -lık/-lik/-luk/-lük (-llëk) has been used to form from Turkish words, and in some cases from other words, nouns that denote quality or abstract characteristics, usually with a pejorative stylistic coloration: avokatllëk (avokat), batakçëllëk (batakçi), budallallëk (badalla), fodullëk (fodull), fukarallëk (fukara), hajdutllëk (hajdut), maskarallëk (maskara). These words mostly belong to spoken language and their numbers have been reduced constantly. In literary language, many of these words were substituted by words formed with suffixes of Albanian origin and Albanian words. So budallallëk is substituted by marrëzi, hajdutllëk by kusari or vjedhje etc. (Gramatika e gjuhes shqipe 1, Akademia e Shkencave e Shqipërisë 2002: 143)

This Turkish suffix was first introduced in Albanian language within Turkish words and then latter it was used in Albanian words, forming concrete, abstract and ethnic nouns as well as names of places.

According to Xhuvani and Çabej, Turkish words are used with a concrete meaning, for example arallëk, batakllëk, çiftlik, hashllëk, kallaballëk, maxhallëk, xhamllëk, with an abstract meaning, for example akçillëk, avukatllëk, batakçillëk, budallallëk, bejllëk, dembellëk, dynjallëk, fodullëk, fukarallëk, hajdutllëk, haxhillëk, karshillëk, maskarallëk, ogursuzlluk, qeratallëk, sakatllëk, baballëk is also part of this category. Pashallëk word has an abstract and geographic meaning. Another such word is nikoqirllëk, from nikoqir with a Greek origin. Some Albanian nouns with an abstract meaning are for example evgjitllëk, njerëzillëk, pabesllëk, fshatarllëk, pleqërillëk, sëmundllëk, zotnillëk. This suffix is present in Albanian language in different forms, i.e. -lik, -llik, -llëk, -lluk, according to dialects and according to the level of preservation of these original Turkish forms from these dialects. They add also that this suffix is used by Bogdani in the word perëndillëk, denoting Impero. (Bogdani I 36, 11 – Boçari 5. – Kullurioti, Abetari 57. – Meyer 33, 109, Alb. Studien I 20. – Pekmezi 221. – Weigand, Alb. Gram. 39. – Cipo 41. – Leskien 318. – Pascu 407 vv. – Lambertz, Lingua Posnaniesnis VII 102. – Mladenov Etimologiçeski i pravopisen reçnik nga bg. knizovenj eziknj 9.12. – Andriotis 134.) (Xhuvani, Çabej 1962: 67-68)

Turkish suffixes ,-cı,-ci,-cu,-cü (-çi) and (-xhi) were very productive in Albanian language for the formation of active nouns but in the course of time they were substituted by Albanian suffixes. A series of words formed by these suffices are used to this day such as bojaxhi (paint), fshesaxhi (broom), hallvaxhi (halva), hanxhi (inn), kallajxhi (tin), qiraxhi (rent), shakaxhi (joke), sahatçi (clock), teneqexhi (tin), zanatçi (craft). The major part of them belongs to the historic lexicon. In a series of cases this suffix has either taken or is taking a pejorative coloration: kalemxhi. (Gramatika e gjuhes shqipe 1, Akademia e Shkencave e Shqipërisë 2002: 135)

Amongst the words of the common Balkan group which are found in the Albanian and the Romanian language are also adet, at, bajrak, baklava, beqar, bereket, bostan, çadër, çarçaf, çorap, dollap, fixhan, haraç, hyzmeqar, kallaj, kajsi, konak, kurban, kusur, limon, liman, merxhan, odë, legen, pehlivan, qilim, peshqesh, qira, sahan, sokak, tas, tavan, tepsi, vezir, xhami, zor, zymbyl etc.

Some other examples from Romanian language are ascherliu and ascher < asker, arzai < arzu, bacan, bacal < bakkal, elec < yelek, boia < boya, otuzbir < otuzbir bir kart oyunu, ghela < tavla oyundaki gele, baş < baş (Buescu, 1962).

Possibly overt Turkisms are the very numerous Balkan idiomatic expressions, greeting formulae, sayings, and proverbs borrowed from Turkish and containing one or more lexical Turkisms – some of the latter are never (or very rarely) used outside of such expressions: cf. Thomaj, 1965, pp. 172-173; Dimitrescu 1958, p.p. 171-172. However, a considerable number of Turkish idiomatic expressions, formulae, etc. have been wholly translated into native terms, so that few people today would suspect their Turkish origin. Linguists have tented to underestimate the role of Turkish in the creation of the common phraseological stock shared by the Balkan languages. (Kazazis 1972: 96-97)

In Romanian are used the suffixes -lık/-lik/-luk/-lük, ,-cı,-ci,-cu,-cü. The most usuful suffix is -lâc, -lic (Romanian) < (Turkish) –lik / lik. This is a very productive suffix. Generally it forms abstract nouns like hagialâc (hacılık), sürgünlük (surghiunlâc), it forms adjectives like caraghiozlâc (komik), hainlâc (hainlik), mucalitlâc (komik anlatim sekli), siretlic (kurnazlık), it forms names of professions like hamalâc (hamallık),it forms name of places like pasalâc (paşalık), it forms examples like boccealâc (bohçalık), calabalâc (kalabalık), mezelic (mezelik), avocatlâc, berbantlâc, crailâc, senatorlâc ect. This suffix in Romenian is replaced with the suffixs -ie. Examples hainie – hainlâc (hainlik), murdarie – murdarlâc (kirlilik), surghiunie – surghiunlâc (sürgünlük) etc.

Other suffixes are the suffix -giu, -ciu (Romanian) < (Turkish) -ci, çi: Example abagiu (abacı), boiangiu (boyacı), cafegiu (kahveci), cherestegiu (keresteci), ciubucciu (çubukçu), conacciu (konakçı), dughengiu (dügenci), giuvaergiu (mücevherci), harabagiu (arabacı), herghelegiu (hergeleci), iaurgiu (yogurtçu), papugiu (pabuççu-ayakkabıcı), pastramagiu (pastırmacı), simigiu (simitçi), tinichigiu (tenekeci), tutungiu (tütüncü), zarzavagiu (zarzavacı). It forms words that express the negative features of personalities like haramgiu (haramcı), mascaragiu (maskaracı). It is not very produtive nowdays. Other suffix is -íu < (Turkish) –i / -i. It forms examples like conabiu (vişne renginde), fistichiu (fıstık renginde) (Saineanu 1900).

Nouns referring to concrete objects were not spared either. We get an idea of what must have happened to some of them, when we read the following passage on Rumanian: "words borrowed from neighbouring languages were often eliminated deliberately, under the impact of the fashion which wanted everything to come from West. Such words as han 'inn' (Turkish han), birt 'alehouse', suliman 'make-up', macat 'blanket', etc. were replaced by hotel, restaurant, fard, cuvertura. At a certain moment it became difficult to sell a merchandise under its old name, which had begun to characterize

rustic varieties, or junk, whereas under their French name the same commodities could be sold at higher prices" - Graur 1967, p.56. (Kazazis 1972:112)

Kazazis says that the stylistically marked Turkisms have enriched the expressive and stylistic potential of every Balkan Language (Krajni 1965, pp. 149, 151; Stojkov 1952, pp. 169-170; Triantaphyllides (1963a, pp. 112-114.) Some of them have pejorative overtones, others are labelled as ironical or derisive, some carry the epic overtones typical of certain historical words, stil others are characterized as vulgar. All of those connotative shades are used for stylistic effect by Balkan speakers and writers (Mircev 1952, p. 124; Skaljic 1966, p. 16; Saineanu 1900, pp. 256-257.)

According to Kazazis some lexical Turkisms, of all stylistic categories, constitute more or less large derivational families, which may have been additional factor in their survival and vitality (Skok 1935, p. 252; Bronsert 1968, p. 110).

Other loanwords which have a very good change of surviving for a long time are those stylistically neutral ones which have entered the basic vocabulary of a given language, that is those which refer to concepts or concrete objects of everyday life. For example, Albanian çerek in the sense of 'quarter of an hour' (Turkish çeyrek), or the various words for pocket (Turkish ceb); Albanian xhep, Bulgarian dzob and dzeb, Macedonia dzeb, Serbokroatian dzep. (Kazasis 1972: 113)

From the **Language Dictionary of 1954** are selected these examples with suffix -lık,-lik,-luk,-lük borrowed from turkish lanuage.

AXHAMILLËK-U em. shm. Axhamillëqe punë prej axhamiu. **BAKALLËK**-u em. puna e bakallit. **BATAKÇILLËK-U** em, shm. **Batakçillëqe** puna që bën batakçiu; mashtrim. **BOLLËK-U** em. mbushullim, buri, hape. **BOSHLLËK-U** em, shm. Boshllëqe zbrazëtirë, golle. **BUDALLALLËK-U** em, shm. Budallallëqe marrëzi. **ÇILIMILLËK-U** em. shm. çilimillëqe punë çilimish, marrëzira. **DALLKAUKLLËK-U** em, shm. Dallkaukllëqe sjellje, punë dallkaukësh. **DAMAZLLËK-U** em. të mbajturit e një kafshe për mbarë. **DYNJALLËK-U** em.: kish rënë nga –u, s'qe më i pasur siç kish qenë: s'ka -, s'është i rrahur me jetë. **FODULLËK-U** em. të qenët fodull. **FUKARALLËK-U** em. vobeksi, varfëri. **HAMALLËK-U** em. 1 haka e hamallit: paguaj-un: 2. puna që bën hamalli: fig. punë e rëndë, që s'kërkon zotësi të madhe, punë pa përfitim. **HAXHILLËK-U** em. udhëtimi që bëhet për në vendet e shenjta fetare. **HORRLLËK-U** em. shm. Horllëqe, 1. punë horash, poshtërsi. 2. qesat, krizë: varfëri. **HOVARDALLËK-U** em, shm. hovardallëqe të qenët hovarda, cilësia e atij që është hovarda. **KAPADAILLËK-U** em, shm. kapadaillëqe veti, punë, qëndrim kapadaish. **KAPSLLËK-U** em. të qenët kaps, shtërzim barku. **KOKURLLËK-U** em. muri i grykës së posit. **MUSHTULLUK-U** em. shm. –ë sihariq. **PARMAKLLËK-U** em, shm. –e një radhë parmakësh. **PEHLIVANLLËK-U** em, shm. pehlivanllëqe akrobaci (në kuptimin figurative). **QERRATALLËK-U** em. shm. qerratallëqe djallëzi, prapamendi. **QESATLLËK-U** em. mungesë pune në tregti, krizë ekonomike. **SAKATLLËK-U** em. të qenët sakat: një e metë trupore: ka një -. **SARALLAK-U** em. mjek. të verdhët (sëmundje) **SPAHILLËK-U** em. (vjet.) shërbimi i spahive, të dhjetat që merrte spahiu si një të drejtë të tij. **SYNETLLËK-U** em. ceremony që zhvillohet, kur bëhet djali synet. **SHEJTANLLËK-U** em, shm. shejtanllëqe djallëzi, dreqni. **TERSLLËK-U** em, shm. tersllëqe, prapësi: na sjell -.

From the **Language Dictionary of 1980** are selected these examples with suffix -lık,-lik,-luk,-lük borrowed from turkish lanuage.

AGA, **-I** m. sh. **-LLARË, -LLARËT**. 1. Pronar tokash më i vogël se beu. **AGALLAR, -I** m. sh. **-Ë. -ËT** bot. Bimë barishtore shumëvjeçare. Me kërcell të gjatë, me fletë gjatoshe e me push, që rritet në livadhe e në gurishta dhe që lulëzon në qershor-gusht. **AGALLARI, -A** f. përmb. vjet. Tërësia e agallarëve. Agallarët. **AGALLESH/Ë, -A** f. sh. **-A, -AT** vjet. shih **AGESH/Ë, -A**. **AGALLËK, -U** m. 1. vjet. Të qenët aga; të jetuarit si aga. Rronte me agallëk. Bënte agallëk. 2. keq. Sjellje prej agai, qëndrim prej agai; të jetuarit në kurriz të të tjerëve si aga. E la agallëkun. **AGESH/Ë, -A** f. sh. **-A, -AT**. 1. vjet. E shoqja e agait. **AKRABALLË/K, -KU** m. sh. **-QE, -QET** keq. Përkrahje që u jepet miqve e farefisit në dëm të interesave të përgjithshme; miqësi e sëmurë. ARALLË/K, **-KU** m.sh. **-QË, -QET** vjet. vend i zbrazët, hapësirë e lirë midis dy sendeve, largësi; plasë. **ARGËLLËK**, **-U** m. etnogr. vjet. Të hollat që i jepte dhëndri familjes së nuses para martesës për të përgatitur pajën e saj. **AVASHLLËK, -U** m. bised. Ngadalësi e madhe, plogështi. **AVOKATLLË/K, -U** m.sh. **-QE, -QET** bised., keq. Mbrojtja dhe përkrahja me fjalë e dikujt tjetër, pavarësisht nëse ky ka apo nuk ka të drejtë. **AXHAMILLËK, -U** m.sh. **-QE, -QET** thjeshtligj. Papjekuri prej fëmije, punë prej axhamiu, kalamallëk. BABA, **-I** m.sh. **-LLARË, -LLARËT. BABALLËK,** -U m.sh. **-Ë, -ËT** ndërt. Dru i shkurtër e i trashë, që vihet nga kulmi i çatisë pingul mbi trarët e tavanit dhe mban kulmarin. **BABALLËK, -E** mb. bised. i patëkeq, i shtruar, shpirtmirë; i padjallëzuar, babaxhan. **BAKALLË/K, -KU,** m. sh. **-QE, -QET** vjet. Sendet që shiste bakalli në dyqanin e tij. **BASHLLËK, -U** m.sh. **-Ë, -ËT** vjet. Gur i madh, zakonisht i gdhendur, që vihej si mbështetje në anët e një qemeri ose të një oxhaku.**BATAKÇILLË/K, -KU** m.sh. **-QE, -QET.** Sjellje e veprim prej batakçiu.**BEJLLËK, -U** m.hist. Të qenët bej; vendi që zinte beu dhe titulli i tij. **BEQARLLËK, -U** m. bised. Shih **BEQARI, -**

A. **BUDALLALLË/K**, **-KU** m.sh. **-QE, -QET** bised. Të qenët budalla; marrëzi.**BURULLUK, -U** m. sh. **-Ë, -ËT**. Pëlhurë, zakonisht e bardhë, e hollë dhe e rrallë, që përdoret për perde, për shami koke etj.; napë.**ÇILIMILLË/K**, **-KU** m.sh. **-QE, -QET** bised. vet. nj. Vetia e një njeriu të papjekur.**DALLKAUKLLË/K**, **-KU** m.sh. **-QE, -QET** bised., keq. Qëndrim, veprim a sjellje prej dallkauku. **DEMBELLËK, -U** m. bised. Dembeli, dembelizëm, përtaci. **DUMBARALLË/K**, **-KU** m. sh. **-QE, -QET** bised. Hile, rreng. **DYNJALLËK, -U** m. bised. Shih **BOT/Ë, -A**. **FODULLË/K, -U** m. bised. Të qenët fodull, sjellje a qëndrim prej fodulli. **FUKARALLËK, -U** m. bised. Varfëri. **GOMARLLË/K**, **-KU** m.sh. **-QE, -QET** thjeshtligj. Gomari, marrëzi. **HAMALLË/K**, **-KU** m. sh. **-QE, -QET**. Mbartja, ngarkimi a shkarkimi i mallrave zakonisht me krahë, puna që bën hamalli.**HORRLLË/K**, -KU m.sh. **-QE, -QET** bised. Puna a veprimet e një njeriu të lig e me vese; veprim i poshtër që bëhet nga një njeri i pacipë e i pander, sjellje prej horri. **JESHILLË/K**, **-KU** m.sh. **-QE. -QET** bised. gjelbërim, blerim. **KALAMALLË/K**, **-KU** m.sh. **-QE, -QET** bised. Të qenët kalama nga mendja, qëndrim e sjellje prej kalamani. **KARAGJOZLLË/K**, **-KU** m.sh. **-QE, -QET**. Veprim e sjellje prej karagjozi. **MASKARALLË/K, -KU** m.sh. **-QE, -QET** bised. Të qenët maskara; veprim e sjellje **MATRAPAZLLË/K, -KU** m. sh. **-QE, -QET** bised., keq. Puna e matrapazit.**MATUFLLËK, -U** m. bised. Të qenët matuf, gjendja e atij që është bërë matuf.**MAXHALLËK, -U** m.sh. **-E, -ET** Pajandër. **MOÇALLËK/E, -JA** f.sh. **-E, -ET**. Dru që është futur në furrë për ta bërë qymyr, po nuk është djegur mirë.

MUSLLU/K, -KU m.sh. **-KË, -KËT** dhe **-QE, -QET**. Lëfyt i metaltë, që hapet e mbyllet, i cili vihet në anë ose në fund të një ene për të nxjerrë prej saj ujin a ndonjë lëng tjetër. **MUSHTULLUK, -U** m.sh. **-Ë, -ËT** vjet. Lajm i gëzuar që i jepet dikujt, sihariq. **PAZARLLË/K**, **-KU** m.sh. **-QE, -QET**. Bisedë që bëjnë blerësi dhe shitësi.**PEHLIVANLLË/K**, **-KU** m.sh. **-QE, -QET** keq. Dredhi a mashtrim që përdor dikush për t'i shpëtuar pa dëm një gjendjeje të vështirë a një rreziku, për t'u hedhur hi syve të tjerëve etj. **PISLLËK**, **-KU** m. sh. **-QE, -QET** bised. ndyrësi, papastërti, luftoj (zhduk) pisllëkun.

QERRATALLË/K, **-KU** m.sh. **-QE, -QET** bised. Veprim i shkathët, por dredharak.**SELAMLLËK**, **-KU** m.gj. **-QË, -QET** vjet. Godinë e veçantë, pjesë shtëpie ose dhomë pritjeje vetëm për burrat në shtëpitë e pasura myslimane.**SPAHILLË/K**, **-KU** m.sh. **-QE, -QET** hist. Shërbim i spahiut dhe të drejtat e tij. **SPIUNLLË/K**, **-KU** m.sh. **-QE, -QET** bised., përb. Veprimtaria e atij që merret me spiunazh ose që spiunon të tjerët.**SYNETLLËK, -U** m. vjet. Ceremoni që zhvillojne myslimanët kur bëjnë djemtë synet. **SHEJTANLLË/K**, **-KU** m.sh. **-QE, -QET** bised. Shejtani. I zoti për shejtanllëqe.**TAMAHQARLLËK, -U** m. bised. Të qenët tamahqar, lakmi, pangopësi.**TARAFLLËK**, **-KU** m.sh. **-QE, -QET** bised. Miqësitë e sëmura, përkrahje.**TERSLLËK**, **-KU** m.sh. **-QE, -QET** bised. Prapësi.**XHAMLLËK**, **-KU** m.sh. **-QE, -QET**. Ndarje e madhe e një anë të dhomës të ballkonit.**XHIBLIK, -U** m.sh. **-Ë, -ËT**. Mbulesë e gjerë prej pëlhure të hollë si rrjetë a prej nape, që lidhet sipër e rreth shtratit për t'u mbrojtur nga mizat e mushkonjat, shtrat i mbrojtur nga një mbulesë e tillë.

Method

Materials

The examples included Albanian Language Dictionary of 1954 year and Albanian Dictionaly of 1980 year. Other examples are selected from the literature mosltly in Albanian language and Turkish language. The examples for Romanian language are selected from Saineanu, Lazar. In Albanian language we have the articles wrote by Albanian linguist in different periods. But are a lot of study about the influence of Turkish Language in Balkan area.

Procedure

Firstly, the words are selected from the Dictionaris of Albanian language. This selection is made for all words borrowed from Turkish Language and all the new words formed with borrowed suffixes from Turkish Language. In this article are selected only the examples with the suffix -lar/-ler and moslty with the suffix -lık/-lik/-luk/-lük.These examples are explained with the meanings that these words have in Albanian language dictionaries.

Results

The main aim of this study was to evaluate the morphemes -lar/-ler and -lık/-lik/-luk/-lük first of all in Albanian and Turkish language and consecuently in Romanian language. For this purpose, firstly, we are based our study on the theory in respectivly languages for these morphemes. Secondly we give examples from a Dictionary of Albanian language and some other examples in Turkish and Romenian languages.

The morpheme -lar/-ler is used in Albanian language like a plural ending. This morpheme has only same example in which it is used. In Romanian language the morpheme -lar/-ler is not used.

The morpheme -lık/-lik/-luk/-lük are used in all Balkan languages. This morpheme is used in Albanian language and we have a lot of examples of new words formed with this morpheme. In Romanian language this morpheme exist and are used with the borrowed word from Turkish. But in Romanian the suffix -lık/-lik/-luk/-lük didn't formed new words. Today in Romanian language are used the Romanian synonims of these words. In both languages, in Albanian language and in Romenian language can see the trace of Turkish elements, like borrowed words or suffixes. Some of them costitute families of words existed. These elements are part of morphological structure of these languages.

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TEMPORAL-ASPECTUAL COMPLEX IN VERBAL FORMS OF ALBANIAN LANGUAGE

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Abstract

*Tense forms in Albanian language, (present, past, future) may be interpreted as such only in relation with the moment of speaking and when they respond to question **when?:** [she returns (when?) – on Saturdays; she returned [used to return] (when?) – every evening; she returned (when?) – last year; she is returned (when?) – today; she will return (when?) – tomorrow]. In these cases, we may state that the above forms belong to present tense, past tense or future tense. The meanings of simultaneity, of past tense and future tense, expressed by them, comprise the real temporal semantics. But if the speaker or the writer would be interested not only in the tense when action is carried out but also in the way the process (action) is conducted, then the other meanings which overlap on tense form in certain speech context or situation cannot be considered as secondary meanings or as stylistic use of one form or the other, as they are interpreted in some cases in normative grammars. Different characteristics of verbal action that do not refer to the moment of speaking cannot be categorized as pure temporal semantics. The manner of presentation of development (course) of action or its distribution in time comprises the aspectual semantics, which stands on a language level other than temporal semantics. The scope of this study is semantic functional categories of temporality and aspectuality in Albanian language verb, which characterize the status and functioning of indicative tense forms. The study aims to throw light on semantic, functional organization of temporality and aspectuality categories in Albanian language, and linguistic means for their expression, to find and differentiate the real tense meaning from aspectual one in tense forms of Albanian language.*

Keywords: Temporal semantics, aspectual semantics, semantic-functional category, temporality, aspectuality, tense scheme, etc.

In Albanian language the semantic-functional area of temporality (Pinari (Kallari) A., 2014) having a heterogeneous structure, with a clear grammatical nucleus, includes in itself many other linguistic tools as well that express time reports.

The grammatical nucleus of this area is the grammatical category of the verb, which represents in itself a system of verbal forms that counter each other and which express time ratio in relation to the time of speech or in relation to the time of the completion of another action (Gramatika e gjuhës shqipe 1,2002).

Albanian verbal system is presented with a wide variety of forms that belong to three time frames, the present, the past and the future.

The relatively large variety of tense frames of demonstrative manner finds its explanation in the fact that the modality of this manner has enabled the creation of formal and semantic counterpoint not only regarding tense but also in the aspectual level as well in the mode of action. Thus the respective forms of the present, of the past, of the future oppose each other mainly in the time aspect (Demiraj, Sh., 1985).

However, for Albanian language tense forms researchers, the semantic aspect of tense remains the most fundamental feature of the verb, therefore the structuring of this area starts from the grammatical category of the tense with the relevant counterpoints to other morphological, syntactic and lexical phenomena. Realization of a few meanings or undertones, different from the tense categorical meaning is related with broader semantically areas than morphological categories. These meanings are carried out not only by morphological counterpoints, but also by other means of diverse linguistic, syntactic, lexical areas or combinations thereof in context.

The core component of expressing temporality system as in most Indo-European languages, even in Albanian language, are special forms of the verb in three timeframes: (Now it's raining, it rained yesterday, and tomorrow will rain;).

In this paper it is described the semantics and the functioning of the grammatical verbal means of expressing time relations, organization of sintagmatic and morphological semantics of demonstrative manner in Albanian language.

The plan to present carries out the categorical meaning of action simultaneity with the reference point (the time of speech). Present tense of demonstrative manner in the Albanian language verbal system consists of synthetic forms such as 'run' (he runs fast) and two types of analytical forms such as ' I'm running' (He is running towards us).

The difference between variants of the present tense (run /I'm running) is the semantic counterpoint of current action/non- current action (Pinari (Kallari), A., 2013). Such an interpretation justifies the linguists' conclusion that counterpoints in demonstrative manner tense forms serve to indicate not only the timing of an action, but the manner of the operation development and its actualization as well (Agalliu F.,1968).

The semantic potential of the synthetic form of the present tense regarding the paradigmatic viewpoint consists of the action decrease semantic (situation) with the moment of speech and the abstract action semantic (generalized), while in the plains of sintagmatic the action decrease is in a non concrete time of speech (generalized).

F.e: Every weekend we climb up to the Dajti mountain. The good weather can be noticed in the morning. He says the last word first. The mountains shake but do not fall. Children go to school every morning. This girl always recites nice. The granddaughter returns to her hometown every year.

The semantic potential of analytic forms, along with the action decrease in the time of speech, includes the features of the current action, localized in time, which is realized at the time of the speech, but in some uses it may not be confined within its bounds. Such a meaning of the analytic present tense is a combination of semantic features "concrete action", "action localized in time" with the feature " current action at the time of speech," thus which takes place at the speaker's time of speech lecture speakers, regardless of how long it lasts .

- What are you doing here alone? - I'm whirling aimlessly around the room, because I'm not sleepy.

At the synthetic present tense there is the features combination of "abstract action (non-concrete)", "non-localized timely action" with the feature of "non-current action at the time of speech." The above features, as content elements of present tense forms, are verified not only in the field of language as evidence of its structural organization, but also in the context where all components intersect and interact with other components of semantic categories. It is this combination of the above-mentioned semantic features complexes linguistic interpretation and their categorization.

Various efforts are made regarding the present tense of Albanian language (but also for other tenses of the demonstrative manner) to separate the timing meaning from similar other meanings, which different researchers have treated them in a imperfektiv or imperfect aspect or perfect or perfektiv aspect (Demiraj Sh., 1985 & Riza., S. 1994 & Dhrimo, A. 1996). Such an interpretation does not seem plausible:

From the abovementioned authors, as well from other, different features of verbal action as an ongoing action, action that lasts, repeated action etc., are unified by the notion of "aspect". But none of the abovementioned semantics is not part of grammar in Albanian language, thus these features should be classified as aspectual meanings belonging to verbal action modes (aktionsart), but not as genuine aspectual meanings.

The past plan is used for the expression of a fact (event, situation), which occurs before the time of speech.

More rich in grammatical forms is the past tense (Demiraj Sh.,1985), with its subdivision past simple, present perfect, past perfect and other past tenses (me se e kryer, e kryer e tejshkuar). The three first, the so-called absolute time of the past, express pre-timing in relation to the time of speech and hence oppose each other in aspectual area (Gramatika e gjuhës shqipe 1, 2002). While the last two the so-called relative tenses of the past, that express pre-timing in relation to a particular moment of the past, do not have a clear semantic distinction between them. The semantic of the past tense is the semantic of precedence of the time of speech, which comes out in counterpoint with the present.

With aspectual meanings or connotations is generally understood the opposition perfektiv aspect/imperfektiv aspect.

In his fundamental work "Historical Grammar of the Albanian Language", prof. Sh. Demiraj regarding the opposition of present perfect / past simple distinguishes pure aspectual meaning (Demiraj, Sh., 1985). The past simple, according to the author, "aims to highlight the completion of the action at a particular moment of the past, thus it is characterized in perfektiv aspect", whereas the present perfect "presents the action in progress at a certain moment the past "(Demiraj, Sh., 1985), ie it is characterized by imperfektiv aspect". As for the counterpoint of the other past tenses the same author expresses that "it is less accessible and, therefore, more difficult to explain." Both these tenses present the action as completed before the time of speech, but if the verbal action expressed with past simple is not related to the time of speech, the action expressed by past perfect , because the consequences, does not cut ties with it. The author concludes that "past perfect is characterized by a synthesis of conduct aspect (completed action) and the imperfect aspect (the obtained state as a result of incomplete action)." At the aspect of mixed meaning, prof. Demiraj sees the difference between the past perfect and the other two forms of the past, past simple and present perfect.

Even other linguists that have dealt with verbal forms of the past, such as A. Dodi, F. Agalliu etc. (Dodi, A., 1968/1 & Dodi, A., 1968/2) rightly conclude that the difference between the forms of the past time is not time, because all they show pre-timing regarding the time of speech. And according to them it is the aspectual component that enables the distinction of these forms from each other.

Putting at the core of the opposition past simple / present perfect the meaning of finished / unfinished action as aspectual basic nature of understanding, using the same aspectual terminology (perfektiv aspect, imperfektiv aspect), in a way parallels are drawn between the content of this confrontation and opposition perfektiv aspect / imperfektiv aspect as in

Slavic languages (Masllov, J.S. 2004 & Bondarko, A.V. 1975 & Nils В. Thelin, 1980 &Comrie, B.,1976).

Countering the past simple / present perfect can only be justified for the feature completed action / ongoing action and only for that group of verbs that express proper action conclusion. This opposition remains partial, incomprehensive. So, this counterpoint excludes other uses such as the meaning of the repetition of the action in the past, the meaning of the ordinary action etc.. Countering is isolated from cases that were discussed above, when the Albanian language past simple expresses not only unfinished action, but finished action as well (he call us every evening at home; She sent several messages a day).

From this point of view we think that for Albanian language would be more fair to be talked not about perfektiv aspect/ imperfektiv aspect, but about aspectual meanings by which we understand the features of continuity, duration, intensity, completion, repetition of action, etc., that are carried out in time forms conjunction with the vocabulary and context. Implementation of the above meanings or nuances, different from categorical meaning of time, is related to semantic aspectual area, thus in the manner of the course of action in time (Bondarko A.V. 1987). Obviously, different meanings or nuances that are derived from the interaction of the grammatical form, or context of a particular lexical class should be taken into account, but that does not mean that they should affect the grammatical form. It should be better differentiated the meaning of the form itself from other meanings realized in different contexts.

Regarding the forms of the past simple, they encourage the interlocutor (the reader) to think about a situation that has happened before the time of speech. In this sense the past simple involves clear time semantics. This composed form expresses " the value" that has the past action to the present and different from the present perfect, this form represents the fact that it is imposed as a given fact without any mediation of something else, without any particular characteristic of the fact the announced. Such a distinction is confirmed by the ability these forms have to be combined with time particles. Usually past simple is used together with lexical indicators such as yesterday, last year, in 1980 etc., which express specific time of action completion. These indicators are not characteristic forms of present perfect. Present perfect usually is used with indicators such as rarely, often, several times etc.

During the interpretation of the Albanian language past simple we forget for a moment that it is called perfect not in the time aspect (as present perfect and past perfect it is a past tense), but for its ties with the present through the consequences or outcome action. It is this feature that forms what we call perfector meaning of the past, different from the imperfector and aoristic meaning.

Even in relation to present perfect and past simple, the past simple does not form aspectual opposition. For illustration we bring a situation where we find the pre-timing used forms of the imperfect and the demonstrative manner. F.e: cameraman had filmed scenes of violence that appeared continuously before them.

In this sentence with two predicative unit it is present the opposition of past simple / present perfect (they filmed / appearing). This opposition can not be taken as aspectual opposition (perfektiv aspect / imperfektiv aspect) to the fact that the sentence functions in the context of the present morphological abstract, which entails a temporal meaning of the past simple. Verbal forms of the past simple (they filmed) realizes the meaning of perfect, while the imperfect form (appearing) shows an action with some acts (recurring), which precedes the time of speech and not connected with it. Even second predicative unit of this sentence (appearing) is characterized by aoristic meaning. Each of the scenes shown separately constitutes an act completed in the past. Both forms of the above tense realize the categorical meaning of pre-timing: forms of past simle (they filmed) realizes it in relation to the morphological context of the present abstract, while the imperfect form (appearing) - in relation to past simple.

Depending on the lexicon and grammatical features of verbs and the forms of imperfect context, the past simple, the present perfect and past perfect, besides the meaning of pre-timing in relation to the time of the speech, during their completion, have the ability to modify their meanings, and to express meanings such as: concrete action/action abstract (generalized); separate action / repeated action; completed action/action process (ongoing); Current action / noncurrent action; characterized by the extension action/its non extension etc.

All these features of verbal action in the past tense are aspectual components, which in relation to the temporal component of the past can be called secondary, irrelevant.

By perceiving the past simple, the present perfect and the past perfect as specific tenses of the past we leave out the attention the perfector meaning, aoristic or imperfector meaning and replace them with meanings of the past simple, present perfect and past perfect aspect, the aspect of mixed. To avoid this confusion of semantically different levels of language we would like to use the terms imperfector past, aoristic past, perfector past (Pinari (Kallari) A. 2014).

Citing in each subdivision the last term we note:

first, the temporal meaning of pre-timing, which is the only feature that is resistant to all three subdivisions of the past;

second, the last term imperfector we mean a) that the instant precedes the time of speech , b) it has cut ties with the present and c) that can be localized or not in a given moment of the past;

third, the last term aoristic we consider an action a) that precedes the time of speech, b) that has cut ties with the present and c) in any event localized in a moment of the past;

finally, the last term perfector is understood as an action a) preceding the time of speech and b) that maintains links with the present.

Plan of the future: accurate description of future time appears difficult. Its semantics is to some extent conditioned by the hypothetical character of the future action and the modal connotations associated with the forms of this tense. The attempt to separate the "pure" future tense from the "modal" future remains subjective, unless there is precise criteria for such a division.

In the Albanian language subdivisions of the future plans, the future, the future of the past and other future tenses are independent forms, which in relation to the reference point have inherent differences in semantics between them. Regarding the time of the speech time relationship post-timing express only the forms such as will run (the real future) and I would ran (other future form). Two other forms will be running (past and future) and I ran (other future tense) are not related to the time of the speech. They express counter reports compared to the relative times of the past, and therefore are treated as forms of pre-timing or post-timing relationships of the event with the time of the next event (Pinari (Kallari) A. 2014).

The semantically contents of the proper future tense (to run) is characterized by a temporal feature of post-timing related to the time of the speech, which constitutes the dominant of this content. The post-timing temporal feature distinguishes the future time, the present and the past time.

Regarding other meanings of the future realized during its function (use), of its localization to the feature action limit, they coincide with aspectual meaning of the imperfector past or the aoristic past.

Besides any brief ascertainment (Riza, S. 1994), our linguistics so far did not find any special study for the aspectual semantics of the future forms.

We think that during the function of the future, in certain contextual circumstances, tense forms are overlapped by some other meanings that constitute its aspectual semantics.

Like the present perfect, the future forms may indicate:

– concrete separated actions;

– repeated actions;

– generalized actions .

But unlike the past said that expresses the ongoing action, the meaning of the ongoing action in the future tense in many cases is either missing, or is vague.

For example. Then I will take the silence of the ancient stairs and will descend slowly to the ground. (I. Kadare, Monster)}.

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It should be noted that in most cases, the realization of the many meanings of time, along with verbal forms, contextual element is used as well, and in most cases it is necessary. Therefore in the Albanian language, it would be better if we talk about the complex temporal-aspectual tools, which are linked by the function. These are the necessary elements to identify especially during the translation in various Languages where it is noticed a broad overview of the contextual elements, especially for languages that have verbal aspect, as in the case of Slavic languages, where a verbal form also carries another meaning that deals with the time for the interior. Only in this way it will become possible the delivery of these

meanings from one language to another. However this is a question as fragile as it is broad, which will continue to be the subject of numerous studies in the future as well.

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Freedom of establishment on the internal insurance market of the European Union in the light of directive 2009/138/EC (Solvency II)

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Abstract

The cross-border business of insurance could be undertaken and carried out on the basis of two freedoms of the internal market – freedom of establishment and freedom to provide services. To use these two freedoms by insurance undertakings applied also, as well as the insurance directives of the European Union, that were previously in force, the directive 2009/138/EC of the European Parliament and of the Council of 25 November 2009 on the taking-up and pursuit of the business of insurance and reinsurance (the Solvency II directive; OJ L 335, 17.12.2009, p. 1). The use of freedom of establishment on the insurance market could rely, in particular, on the establishment of a branch or a subsidiary of the insurance undertaking in the member state other than home member state of an undertaking, on the basis of the single license obtained in home member state. The aim of the study is, first of all, an indication of uncertainties and interpretational doubts, which may affect the use of freedom of establishment in the internal market by insurance undertakings and, secondly, to show the amendments that have occurred in the field of regulation of cross-border establishing branches and subsidiaries by insurance undertakings on the basis of directive 2009/138/EC in comparison with similar provisions contained in first-generation and third-generation insurance directives. The scientific method that has been applied is based on the logical-language analysis of the legal text of directive 2009/138/EC in the field relating to freedom of establishment and on the comparative analysis of these provisions and the relevant provisions of first-generation and third-generation insurance directives. The results of the study lead, firstly, to a conclusion that the cross-border branch establishment by an insurance undertaking is not free in the strict sense. The directive 2009/138/EC in this respect imposes numerous obligations on insurance undertakings. Secondly, through Solvency II directive there has been followed amendments of legal solutions little in terms of editorial, though significant from the semantic point of view. The analysis has also led to put numerous questions reflecting the interpretational doubts. The result of the attempt to answer these questions has become the formulation of de lege ferenda demands aimed to eliminate the interpretational doubts and to improve the functioning of provisions concerning the insurance market as a part of the internal market of the European Union.

Key words: insurance market, the business of insurance, freedom of establishment, Solvency, II directive

Introduction

The cross-border business of insurance could be taken-up and pursued pursuant to two freedoms of the internal market of the European Union – freedom of establishment and freedom to provide services. Like the European regulations contained in the first-, second- and third-generation insurance directives, to the exploitation of these two freedoms by insurance undertakings applies also directive 2009/138/EC on the taking-up and pursuit of the business of insurance and reinsurance (Solvency II directive).

The use of freedom of establishment on the insurance market could rely, in particular, on the establishment of a branch of insurance undertaking in the member state other than home member state of an undertaking, on the basis of the single license obtained in home member state. However, the commencement of a cross-border activity by an insurance undertaking could be broader in nature than the establishment of a branch. It could also rely on the establishment, in the member state other than the state of origin, a representative, an agency or a subsidiary.

Freedom of establishment on the internal market of the European Union was to be realized through first-generation insurance directives, that were passed of in the '70s of the 20th century. Pursuant to provisions of those directives it was implemented a principle of hospitality of host member state and its supervision (Monkiewicz, 2005; Sebok, Van Doorn, 1990-1991; Chance 1990). First-generation insurance directives introduced a requirement for a separate authorisation to take-up the business of insurance in each member state. The abovementioned directives have not therefore led to the implementation of principle of national treatment, which is an essential indication of freedom of establishment (Ellis, 1995; Ottow, 1992; Pool, 1990). The accomplishment of freedom of establishment was based merely on providing the opportunity for free choice a freely selected member state as a place of business. A free choice of a place of business

did not entail, however, a possibility of taking-up and pursuit of the business of insurance on the basis of requirements established in provisions of native member state or common requirements within the framework of the internal market of the EU.

Third-generation insurance directives have only established the so-called principle of a single license. This principle means, that obtaining an authorisation to take-up the business of insurance in home member state allows to take-up the business in all other member states without having to obtain any additional authorisation, both on the basis of freedom of establishment and freedom to provide services. Third-generation directives established also the principle of uniform insurance supervision, maintained by a supervisory body from the state of origin. In relation to first-generation and second-generation insurance directives, the insurance directives of third generation have introduced a significant degree of liberalisation of cross-border business of insurance and provision of cross-border insurance services. They have not prevented, however, all the problems and difficulties in taking-up and pursuit of the business of insurance.

Directive 2009/138/EC was adopted on November 29, 2009. The deadline for implementation of its provisions to legal systems of member states, in accordance with the amended implementation schedule, was established on 31 March 2015 (Born & Richter, 2010; Wandt & Sehrbrock, 2011; von Schüller & Mitzner, 2011; Gal & Sehrbrock, 2013). From 1 January 2016, the directive will become basic source of the secondary law concerning the insurance market of the EU and the business activity of entities of that market. Directive 2009/138/EC establishes new system of solvency requirements for insurance undertakings, for which adopted the name of Solvency II (as a system, which replaced the Solvency I). Directive shall not, however, apply only to capital requirements. This is one of the matter under its control. Except that matter, directive determines a number of other issues related to the operation of insurance undertakings on the insurance market, including issues related to cross-border activities on the basis of freedom of establishment.

Taking the above into account, the first aim of the study is an indication of uncertainties and interpretational doubts, which may affect the use of freedom of establishment by insurance undertakings on the internal market of the EU. The second purpose of this study is to show the amendments that have occurred in the field of regulations of cross-border establishing branches, agencies and subsidiaries by insurance undertakings on the basis of directive 2009/138/EC in comparison with the similar provisions contained in third-generation insurance directives.

Method

The scientific method that has been applied is based on the logical-language analysis of legal text of directive 2009/138/EC in the field relating to freedom of establishment. The applied method is also based on comparative analysis of abovementioned provisions of directive 2009/138/EC and the relevant provisions of the insurance directives of first-, second- and third-generation.

Results

For the purpose of the study there were investigated three main issues. First of all, there were examined general conditions of the use of freedom of establishment by insurance undertakings. Secondly, the forms of the use by insurance undertakings of freedom of establishment were investigated. Finally, there were explored detailed conditions of the use of freedom of establishment. According to the second purpose of the research it was also examined the extent of amendments, that have occurred in Solvency II directive with regard to the business activity on the basis of freedom of establishment, compared with previous insurance directives.

Findings of general conditions of the use of freedom of establishment by insurance undertakings

It follows from the article 145 of directive, that a condition for branch establishment by an insurance undertaking in other member state is a notification to supervisory authorities of its home member state. In connection with such a condition of the business of insurance on the basis of freedom of establishment it could be presented some comments of common nature. First of all, with regard to subjective scope of the condition, it should be stressed that it has been assigned to two entities. The first one is each member state of the EU, which shall ensure an implementation of the obligation to notify to relevant authority by an insurance undertaking. The obligation to notify to supervisory authority has therefore been directly imposed on member states, and only through them on insurance undertakings. In relation to the latter, the notification to supervisory authorities, as a condition for establishment of a branch in another member state, is thus an

indirect nature. Such a manner of formulating a condition stresses the emphasis of European legislator to the role of member states in ensuring its implementation.

Secondly, as regards the temporary scope of obligation of notification to supervisory authority of home member state, it should be noted that this obligation has the prior nature in relation to establishment of a branch, to start the business activity in another member state in the form of a branch (Dassesse, 2002). European legislator indicates expressis verbis the notification associated with 'the proposal to establish a branch'. It means that establishment of a branch before the notification is intended to be an activity that is not accomplished. In other words, a member state shall ensure that an insurance undertaking informs in the first place the supervisory authority of home member state, and only subsequently commences the creation of branch in another member state. Without notification to supervisory authority pursuit the business in another member state in the form of branch could not take place.

It could be put the question of jurisdiction of supervisory authority with regard to the adoption of information of intention to establish a branch in another member state – if the competent authority will be an authority of member state, in which an insurance undertaking has received an authorisation to take-up the business of insurance, or authority of another member state, in particular that member state, in which a branch is to be established. Directive settles this issue explicitly, speaking of the supervisory authority of home member state. It arises another question, what is to be understood under the term 'a home member state'. In the light of article 20 of directive, concerning the establishment of head office as a condition for the business of insurance, it shall come to the conclusion that home member state shall be a member state, in which there is located a head office of an insurance undertaking and which, on the basis of requirement arising from the designated provision, should be the same as registered office.

Responding to the question above, it should be pointed out that competent authority in respect of the adoption of information of an intention to establish a branch is the insurance supervisory authority of that member state, in which head office of an insurance undertaking, understood as office in the light of article 20 of directive, is located.

Another element that arises from the analysis of article 145.1 of directive with regard to condition for notification by the insurer intends to establish a branch within the territory of another member state is the scope of that condition. It could be put the question whether the obligation of notification in relation to supervisory authority of home member state is applied solely those insurers who intend to extend its activity to territory of another member state through establishment of a branch. If, in case of cross-border business in another form, such a condition does not apply, that is to say there are not any restrictions on such activity, or maybe, since legislator refers solely to branch, the cross-border business in a different form than a branch could not be taken-up at all. A partial solution to this problem was made in article 145.1 paragraph 2 of directive. The contents of this provision refers to the broad concept of a branch established in the jurisprudence of the Court of Justice. The Court found that for the formation of a branch within the meaning of the Treaty it is merely required that an undertaking applying for the use of freedom of establishment is to be created under the law of a member state and has their registered office, central administration or principal place of business in the territory of the Community. For the existence of a branch within the meaning of law of the European Union it is not required to have an additional headquarters (Case 79/85; case C-139/80).

Article 145.1 paragraph 2 provides that any permanent presence of an undertaking in territory of a member state, including an office managed by the own staff of an undertaking or by a person who is independent but has permanent authority to act for an undertaking, shall be treated in the same way as a branch. This means that an intention to expand the business in territory of another member state in any form, including the office, requires prior notification to the supervisory authority of home member state, if only the presence in another member state is permanent. It could be solely put a question, what does 'a permanent presence in territory of a member state' mean. This issue is related to differentiation of freedom of establishment and freedom to provide services, that have been a subject to interest of the ECJ. To determine the boundary between freedom to provide services and freedom of establishment, and hence to determine when the presence in territory of another member state is to be regulated on the first of them and when on the second, could cause many difficulties. The ECJ stated that freedom of establishment occurs in a situation when entity of a business participates, on a stable and continuous basis, in the economic life of a member state other than his state of origin (Case C-55/94; Spaventa, 2004). In case of the use of freedom to provide services the presence of a service provider to the territory of another member state is only transitional, temporary (Cieśliński, 2003; Brodecki, 2000). However, in the later cases the ECJ has changed somewhat their approach for classification of services on the basis of their temporary nature and has made the qualification regardless of duration of business activity (Case C-215/01; Case C-17/00; Joined cases C-544/03 and C-545/03; Case C-92/01; Hatzopoulos & Uyen Do, 2006). Therefore, in order to distinguish between freedom to provide services and freedom of establishment, the facts of the case should be examined each time in respect of duration of activity, its frequency, regularity and continuity (Brodecki, 2000; Usher 2000). It is also essential the notion of a service as a benefit

that is payable (Hatzopoulos & Uyen Do, 2006), cross-border provided (Hatzopoulos & Uyen Do, 2006) and temporary (Szydło, 2005). It should be bear in mind, however, that in some later cases the ECJ has considered that not only duration of the activity, but in the first place its economic nature constitutes the basic criterion for legal qualification, and provisions relating to freedom to provide services should be applied in any situation in which we have to deal with a service (Hatzopoulos & Uyen Do, 2006).

As regards the above to determine in which situations a presence of an undertaking in territory of a member state should be treated in the same way as a branch and thus entail the obligation of prior notification to supervisory authority of home member state, it seems that in each case the facts should be examined, and not just for the duration of activity, its frequency, regularity and continuity, but also for its economic nature. In the face of priority of an obligation of notification to supervisory authority in relation to the commencing the business activity in another member state, the assessment remains hampered, because actually the business activity could not be performed yet. Any universal solution in this respect seems to be impossible to determine. It could be suggested that the other than a branch presence of an undertaking in territory of a member state should be considered as permanent in case an undertaking appoints a staff to carry out the office in another member state or lays dawn for an independent person a permanent authority to act for an undertaking. It is also possible to define what a permanent presence is in national legal provisions. Such a definition would be, however, too detailed and does not cover of all cases that may arise in practice of economic insurance relations. The situation is complicated additionally by the fact that in several cases the ECJ relied both on the use of freedom of establishment and freedom to provide services (Case C-294/00; Case C-243/01; Hatzopoulos & Uyen Do, 2006). To that state of affairs, it seems that in order to determine whether in a present case we are dealing with other than a branch of insurance undertaking form of permanent presence on territory of host state or with the use of freedom to provide services, it shall be considered the use of criteria of duration of an activity, its frequency, regularity and continuity.

Findings of forms of use of freedom of establishment by insurance undertakings

Article 145 of directive sets forth the notification conditions involving exclusively establishment of a branch in another member state and another permanent presence of an undertaking that is not a branch and is treated in the same way as a branch. Whereas article 49 paragraph 1 of the Treaty on the Functioning of the European Union provides that the right of establishment shall include the prohibition of restrictions on the setting-up not only of branches, but also agencies and subsidiaries. It is raised a concern whether the notification obligation applies also to agencies and subsidiaries. As a result, it could be put the question of whether establishment of subsidiaries and agencies by insurance undertakings in another member states shall not be covered by obligation of notification to the supervisory authority of home member state, which would mean that they could be established without prior notification to the supervisory authority, or maybe, since the European legislator did not address these forms, it is not even possible to use them in the course of business in another member states.

In order to resolve these concerns it should be specified, what is the difference between a branch of an undertaking and subsidiaries and agencies, and as a consequence, it should be determined whether subsidiaries and agencies could be included in aggregate category of other forms of permanent presence of an undertaking in the territory of a member state. The latter would mean that the requirement of prior notification applied to them, as well as to establish branches. A definition of a branch has been determined in directive 2009/138/EC. According to article 13 point 11, branch means a representative or a branch of an insurance or reinsurance undertaking which is located in the territory of a member state other than home member state. In the issues under consideration such a definition determines solely that, from a point of view of provisions of directive, in the same way as a branch is considered a representative of an insurance undertaking. But directive does not include a definition of an agency and a subsidiary and does not classify those entities as belonging to a category of a branch.

It was stressed in the literature that a branch 'should be treated as a part of the business rather than having the features of an entrepreneur', because of the fact that a branch is not a separate entrepreneur (Wieczorek, 2007). Therefore, despite some organizational independence, branch does not pursue of business in one's own name and behalf. It has no subjectivity in economic relations and any acts carried out within the framework of its structure entail legal consequences directly to an undertaking that has established a branch (Tarasiuk-Flodrowska & Wnęk, 2009).

With regard to agencies and subsidiaries it was indicated that, as far as agencies, they, the same as branches, are entities that are not legally independent and are organizationally subordinate to the parent company, whereas subsidiaries are legally independent entities and they are subsidiary companies (Cieśliński, 2003). Therefore it should be concluded that subsidiaries of undertakings are the entities which are different in nature than branches and agencies. In

connection with the above, in my opinion, the lack of direct indication in article 145.1 at subsidiaries of insurance undertakings as a form of attainment of freedom of establishment in the insurance sector, the establishment of which would be a reason of the obligation of notification to supervisory authority, provides an omission of EU legislator that de lege ferenda should be completed. On the contrary, as opposed to agencies which could be treated as form of permanent presence of an undertaking in the territory of a member state, other than a branch, there could be a reasonable doubt whether establishment of agencies shall be governed by the right of establishment and, if so, whether entails the obligation of prior notification to supervisory authority of home member state (Lomnicka, 2002; Bacia & Zawidzka, 2011). A negative answer on both the first and the second questions set of raises significant concerns. The doubts are strengthened further by the fact that in provisions of third-generation insurance directives an establishment of a subsidiary of insurance undertaking in another member state required authorisation of host member state, issued in consultation with home member state of an undertaking (Usher, 2002; Nicholas, 1992). On the ground of provisions of directives indicated in the present issue also the ECJ has pointed out that, although the concept of a branch occurs in a broad meaning, regardless of a formal definition, it could not, however, be concluded that a subsidiary is a form of permanent presence which should be treated in the same way as a branch (Case C-191/99). Therefore, in the absence of any reference to situation of subsidiaries in directive 2009/138/EC, the legal situation of those entities should be expressly settled.

Findings of detailed conditions of use of freedom of establishment by insurance undertakings

In view of article 145.1 of directive 2009/138/EC a prior notification to supervisory authority of the state of insurer is a condition of cross-border business of insurance on the basis of freedom of establishment. In the light of article 145.2 a notification as such, however, is not sufficient. A set up provision imposes on member states the obligation to demand from insurers to submit some specific information on notification. An insurance undertaking should, firstly, indicate a state within territory of which it proposes to establish a branch. The use by EU legislator a singular indicates for each separate notification to the supervisory authority of home state in case of establishment branches or other forms of permanent presence in two or more member states. Whereas in case of establishment of several branches in one member state, each of them should be notified to the authority of home state, as well as to host state a change of notified information (Lomnicka 2002).

Secondly, an insurance undertaking should provide the supervisory authority an information of the scheme of operations, or more specifically – it should provide a scheme of operations. The scheme of operations should at the same time set out, at least, the types of business envisaged and the structural organization of a branch. A directive does not provide clearly as which, in fact, scheme of operations regards – whether it should be a scheme of operations drawn up and submitted by insurance company to supervisory authority to gain an authorization for taking-up of the business of insurance, or maybe it should be a separate scheme of operations of a branch establishing in other member state. A minimum content of scheme of operations set up in analysed provision in relation to provisions concerning scheme of operations as a condition for obtaining an authorisation for taking-up of the business of insurance indicates to the fact that it is a separate scheme of operations for a branch in another state. The latter should, in the light of article 145.2 letter b, specify at least the types of business envisaged and structural organization of a branch. It should have, hence, been determined what types of business will be dealt with by a branch and what will be the structural organization, and then include this information in the form of additional scheme of operations, which could be defined as a scheme of operations of a branch. In consequence, a condition for cross-border business of insurance in the form of a branch is drawing up and submitting to supervisory authority of home member state a scheme of operations of a branch. It is independent of the nature of scheme of operations drawn up when applying for authorization for taking-up of business.

Some concerns raises an indication by European legislator for the types of business that the scheme of operations should set out. Provisions concerning a content of the scheme of operations drawn up while obtaining an authorisation require including by the scheme of operations the nature of risks or commitments which the insurance undertaking proposes to cover and not types of business. It is hard to determine what types of business of insurance it regards.

De lege ferenda it should be unified the requirements in relation to the original scheme of operations of insurance undertaking and the scheme of operations of a branch or another form of permanent presence in another member state. The scheme of operations of a branch required by directive should therefore indicate the nature of risks or commitments which the insurance undertaking intends to cover in the form of a branch. The nature of risks or commitments in another member state could therefore be narrower than the nature of risks or commitments, which shall be a subject of insurance activities on the basis of obtained authorization for taking-up of the business. To summarize, it seems that directive should

require that the content of the scheme of operations of a branch is going to include the nature of risks or commitments which an insurance undertaking intends to cover in the form of branch in another member state and not types of business.

The original scheme of operations, except an indication of risks or commitments that will be insured under the insurance business, focuses on elements associated with ensuring the solvency of an insurer. The scheme of operations of a branch has to define absolutely the types of business and the structural organization of the branch. The requirements concerning the scheme of operations of a branch of an insurer in another member state were therefore formulated in a way that is distinct from requirements relating to original scheme of operations of an undertaking. Thus, the insurer is obliged to draw up two schemes of operations for the different content – the original scheme of operations submitted to supervisory authority in the course of applying for authorisation for taking-up of the business of insurance and a scheme of operations of a branch that shall be submitted to that authority together with notification of an intention to take-up business in another member state.

Moreover, the content of the scheme of operations, referred to in article 145.2 letter b, is the minimum content. In this respect, member states, or even insurance supervisory authorities of member states are able to require setting out in a scheme of operations of a branch some other information. Such a situation could lead to diversification of requirements concerning scheme of operations of a branch in individual member states, and hence to the diversification of situation of undertakings intending to establish a branch depending on the fact in which member state their head office is located. The European legislator should therefore give up establishing solely the minimum content of the scheme of operations of a branch and make that content uniform for all insurance undertaking, regardless the place of their head office is located.

Another element that should be found in notification to supervisory authority of an intention to establish a branch is an indication of the name of a person who possesses sufficient powers to bind, in relation to third parties, the insurance undertaking and to represent it in relations with authorities and courts of host member state. In order to fulfill such a condition, an insurance undertaking must first appoint such a person, called by a directive 'an authorised agent', and grant it the powers of attorney, at least to bind, in relation to third parties, the insurance undertaking and to represent it in relations with authorities and courts of host member state.

Finally, directive 2009/138/EC requires to include in notification the address in host member state from which documents may be obtained and to which they may be delivered, including all communications to the authorised agent. A condition for taking-up of cross-border business in a form of branch is set by an insurance undertaking an address for deliveries which would be a committing address at the correspondence with supervisory authorities of home member state.

To summarize, it could be stated that a condition for taking-up of business on the basis of freedom of establishment in a form of branch is prior notification to supervisory authority of home member state concerning an intention of establishing a branch, associated with a number specific conditions which must be fulfilled prior carrying out a notification and whose completion should be indicated or proved to supervisory authority with notification. However, it could be asked a question whether prior notification is sufficient to take-up of the business of insurance in a form of branch or in another form of permanent presence in another member state, whether after passing on the required information an insurer would be able to establish a branch in another member state and then start business there through that branch. The analysis of article 146 of directive orders to consider that prior notification to supervisory authority of home member state of an intention to establish a branch in another member state is not sufficient to take-up the business in that state. As that provision set up a kind of procedure that carrying out must take place after obtaining relevant information by supervisory authority and that runs the ability to take-up actually the business in a form of a branch or another form of permanent presence. Because, according to article 146.1 of directive, the required information should be also delivered to supervisory authority of host member state.

Passing on the required information by supervisory authorities of home member state to supervisory authorities of host member state becomes possible only after the fulfillment relevant conditions by an insurance undertaking and the assessment of that fulfillment by supervisory authority of home member state. The latter is obliged to pass on all information received from an undertaking, required by directive, however only after finding out there is no doubt as to the adequacy of the system of governance or the financial situation of insurance undertaking and the fit and proper requirements of authorised agent. Unless there are no reason to doubt the fulfillment by an insurance undertaking of abovementioned circumstances, then within three months of receiving all the information referred to in article 145.2, the supervisory authority of home member state is obliged to communicate that information to supervisory authority of host member state and shall inform an insurance undertaking concerned. The cross-border business in a form of branch could be hence taken-up after pass on by undertaking all required information to supervisory authority of home state, the examination of existence of specific circumstances relating to business activity in undertaking and only then the passing on the information to authority

of host member state. The deadline for transmission of information to the latter shall be three months from the date of passing on all required information by an undertaking concerned. It should be born in mind therefore that as from the notification to supervisory authority of an intention to establish a branch in another member state to the actual date of commencing business within that branch it may take several months.

On the basis of the above consideration it could be drawn a conclusion that prior required notification along with the enclose a scheme of operations of a branch of insurance undertaking is not the only condition for the use of freedom of establishment. Additional conditions existing on the part of an undertaking are ensuring adequacy of the system of governance and appropriate financial situation, compliance with the fit and proper requirements in accordance with Article 42 of directive of the authorised agent and having coverage of Solvency Capital Requirement and Minimum Capital Requirement. On the part of supervisory authority of home member state the operations that determine commencing the business by a branch in host member state are examining the fulfillment by insurance undertaking of the indicated requirements concerning the system of governance, financial situation and fit and proper of an authorized agent, passing on all required information relating to undertaking to supervisory authority of host member state and at least investigating the cover the capital requirements. The business in a form of branch could be commenced only after satisfying all required conditions. If they are met, a supervisory authority of home member state will have an obligation to pass on information to supervisory authority of host member state, which will result in an ability of actual commence the business in a form of branch. In case, on the other hand, the lack of fulfillment of any of these conditions, including in particular the pass on by an undertaking only some of required information, it should be assumed that the business in a form of branch in another member state could not be commenced and carried out (Goggin, 2005).

It is derived from article 146.2 of directive that even in the event of passing on by the insurer who notifies an intention of establishing a branch all the required information, commencing cross-border business in a form of branch could not take place. This would occur in the event of refusal to communicate information to the supervisory authority of host member state. The directive does not specify the situations of such refusal. It could be only drawn up that refusal could occur despite the pass on all required information by an undertaking. Hence it arises the question, in which cases the supervisory authority of home state refuses to communicate information to the supervisory authority of host member state. It seems that for the determination of this matter, it should be taken into account the circumstances indicated in article 146.1. In my view, the refusal of communication information is not a subject matter of free recognition of supervisory authority of home state. He is able to decide to refuse only in the event of doubt as to circumstances relating to the business and in case of lack of passing on all required information. Different interpretation would lead to create excessive difficulties in cross-border business of insurance.

Refusal to communicate information relating to undertaking to supervisory authorities of host member state results in the inability to commence the business in a form of branch. Such a conclusion could be drawn up from article 146. 2 paragraph 2 of directive, according to which a refusal shall be subject to a right to apply to the courts in home member state. A failure to act is also a subject to a right to apply to court. Directive provides therefore, except to a right to apply to court against a negative decision, also an action on the inactivity of supervisory authority of home member state.

Within the framework of discussed procedure directive also provides for some interference of supervisory authorities of host member state. According to article 146.3 the supervisory authorities of host member state could, where applicable, within two months of receiving information concerning an insurer, inform the supervisory authority of home member state of the conditions under which, in the interest of general good, that business must be pursued in the host state. Supervisory authorities of home member state are at that time obliged to communicate this information to insurance undertaking concerned. Pursuit the business in a form of branch could be therefore contingent upon some additional circumstances laid down individually by host member state due to the factor of public interest in this country (Watson, 1983).

Directive indicates clearly that an interference of the authority of host member state in a form of identifying specific conditions of business due to the general good in this state takes place 'before the branch of an insurance undertaking starts business'. Deadline for indication of these conditions shall be two months and runs only from the date of receipt of information concerning undertaking. In turn, the term for the communication information by supervisory authority of home state shall be three months from the date of receipt of all required information from an insurance undertaking. From the intention of expanding the business in the territory of another member state in a form of branch or another form of permanent presence until the actual commence the business by a branch may take many months. An insurance undertaking is able to speed up this process by passing on information and submitting documents, including a scheme of operations of a branch, to supervisory authority as soon as possible.

Findings of amendments in Solvency II directive in comparison with previous insurance directives

As regards comparison of conditions of taking-up and pursuit of cross-border business of insurance on the basis of freedom of establishment arising from directive 2009/138/EC and those which were in force in previous state of the law, it should be noted that third-generation insurance directives, which introduced the principle of a single authorisation, made establishment of a branch in another member state upon prior notification to the authority of home member state. Those directives did not, however, use a term 'supervisory authorities of home member state' but a term 'competent authorities of home member state'. On the basis of an amendment introduced by second-generation insurance directives those directives provided the equalization of the status of any other permanent presence of an insurance undertaking on the territory of member state with a branch, which eliminated doubts concerning applying to such forms the obligation of prior notification and providing relevant information (Usher, 2002). Nevertheless, these doubts are currently up to date in relation to subsidiaries which are different in nature than branches.

Third-generation directives also provided a similar objective scope of notified information, the procedure for their transfer along with the ability to indicate by supervisory authority of host member state some specific conditions of pursuit of the business in host member state in the interest of general good, as well as the obligations of undertaking in the event of a change in the information provided through prior notification of an intention to establish a branch (Tarasiuk-Flodrowska & Wnęk, 2009). The difference that could be specified in this field is wider, in the previous state of the law, scope of factors under control of supervisory authority of host member state, for which some doubts of supervisory authority of home member state could lead to provide information to supervisory authority of host member state, equivalent with the lack of opportunity to commence the business in a form of branch. Third-generation directives referred to doubts of supervisory authority as to the adequacy of the administrative structure or the financial situation of insurance undertaking and the good repute and professional qualifications not only of the authorized agent, as it is provided in directive 2009/138/EC, but also of the directors or managers. The supervisory authorities of home member state had therefore a wider range of exclusion of cross-border business in the form of branch by taking into account while making decisions in this regard not only the features and qualities of authorized agent, but also the entire management of insurance company and members of its Board of Directors. Therefore member states, in the face of the maximum character of directive 2009/138/EC, should narrow the scope of factors controlled by insurance supervisory authorities in the procedure of notification that is required to use freedom of establishment by insurance undertakings.

It should be concluded that in relation to conditions for taking-up and pursuit of cross-border business of insurance on the basis of freedom of establishment in directive 2009/138/EC it has occurred a significant amendment consisting in limitation of entities subject to the evaluation of supervisory authority of home member state only to the authorized agent, which is the factor that facilitates the commencement of cross-border business of insurance in the form of branch. Then the adoption of such solution in directive 2009/138/EC should be considered as justified. Whereas it should be assessed critically a no reference made by European legislator to legal situation of subsidiaries, which are separate to branches forms of cross-border business activity.

Conclusions

Despite the application of freedoms of the internal market in insurance sector, which is of great importance for the development of an insurance market of the EU, in directive 2009/138/EC European legislator has established many conditions that should be fulfilled by an insurance undertaking intending to take-up of a cross-border business in another member state or member states. These conditions are based in principle on the notification – the obligation of giving information to insurance supervisory authority of home member state of an intention of establishing a branch or another form of permanent presence of insurance undertaking in another member state that shall be treated in the same way as branch. Therefore the cross-border branch establishment by an insurance undertaking is not free in the strict sense. Within the framework of notification obligation it is required objectively specified scope of information to be supplied to supervisory authority. Directive determines also a procedure aimed at enabling cross-border business, including, as components of those procedure, the supervisory powers of supervisory authority of home member state, the date after which the business could be commenced and the participation of supervisory authorities of host member state. The notification obligation results some specific conditions which should be performed by insurance undertaking passing on information to supervisory authority of home member state to be able to commence their business in another state. Their fulfillment requires a large commitment and completion of a number of obligations by insurance undertaking. Cross-border business of insurance based on freedom of establishment is not undoubtedly free in nature.

Then apart from the circumstance that an insurance undertaking should obtain an authorisation, on the basis of which it is theoretically possible to extend the business to other member states and pursue the business throughout the European Union, insurance undertakings should fulfill many special conditions both before taking-up such business and then in the course of its duration. Insurance supervisory authorities have therefore the right to substantial interference with the actual possibility of commencing cross-border business.

In assessing regulations laying down conditions of cross-border business of insurance resulting from directive 2009/138/EC, it should be pointed out that they are imprecise with regard to many issues, as well as include some legal loopholes affecting the range and the possibilities for cross-border business of insurance. The most important of them is the lack of reference by European legislator to situation of subsidiaries of insurance undertaking which, because of different nature of the branch, could not be treated as other than a branch forms of permanent presence in another member state.

In relation to the business of insurance shall in addition apply the general exceptions to the right of establishment, hence the Treaty exceptions and exceptions resulting from jurisprudence. The latter includes also the concept of general good. It consists in possibility of introduction by member states of restrictions for entities from other member states due to circumstances that are an expression of general good in the member state, in order to achieve the objectives of general interest. The elements of this concept have been included in directive 2009/138/EC. Its provisions allow an indication by supervisory authority of host member state, in the course of notification procedure concerning intention to create a branch, some specific conditions under which, in the interest of general good, the business must be pursued in host state. An undertaking establishing a branch has a duty to adapt to these conditions.

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The Application of English Syllabuses by Teachers of Elementary Education in the Teaching- Learning Process, in Korça Region

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Abstract

Growing needs for appropriate English learning in Albanian context, the importance of English syllabuses, objectives reflected in the English textbooks, the conformity of syllabuses and the assessment teachers make, conform Common European Framework of References for languages in Elementary education , in urban and rural area, public and non public schools in elementary schools of Korca region, are some elements that lead toward the question: To what extent do Albanian teachers apply the syllabuses in the Albanian context, and how the syllabuses are a point of reference for them and for Albanian learners, for a better language acquisition? The purpose of this research is to conduct an empirical study on the way how Albanian Elementary school teachers aimed at developing their opinions and their practice in the teaching- learning process. A questionnaire survey was adopted as the methodological approach employed in this research. In total, 60 teachers from different public and nonpublic elementary schools, belonging to urban and rural areas in Korca region, participated in this research. It also explored how Albanian teachers of different Elementary schools in Korca region implement the syllabus in their actual classroom language teaching practices and what effect syllabus has on learning outcomes. The questionnaire was conducted in the continuation of a learners' survey, in order to see and observe the teachers' opinions on the English syllabus, the way of organizing classes, how the syllabus is followed, how they adjust it to the textbooks they use, how satisfied they are with them, how they apply them in the educational process. The expected contribution of this research is to observe how the English syllabuses are implemented from the Albanian teachers in elementary education and if they are conform Common European Framework of References for languages (CEFR). The findings of this study provided valuable implications in developing teachers' new ideas for the actual situation of the teaching and learning process.

Keywords: Syllabus, Albanian context, Elementary school teachers, teaching- learning process, public-nonpublic schools, Elementary schools urban and rural areas.

Introduction

Language is a vital part of the process of knowledge and development. It is a social act, and a control tool between people. The whole process of socialization is a process of the language development. (Patel M.E. Jain M. Praveen, 2008 ; 29)

Language is symbolic, dynamic, a structured and unique system, a career of civilization and culture, as well as a form of social behavior. (Patel M.E. Jain M. Praveen, 2008 ; 31)

"The best way to promote efficient language learning is to establish the target language as the language of instruction. To do this teachers need to build up learners' ability to work with speech. One of the most important things is the way teachers communicate with learners. (Dave Willis). (Teaching English- training videos. Teaching speaking DVD training booklet; www.teachingenglish.org.uk)

Foreign languages are a very important process in the Albanian context.

The main concern of this research, is with the syllabuses as the formulation of pedagogical goals, which refer to factors in Albanian educational setting, in general and in Korca region in particular.

1.   English teaching in Elementary education in Albanian context.

English Language in Albania is a compulsory subject after the second grade of primary education. The curriculum of basic education in Albania is not organized on the basis of areas but on the basis of subjects,whereas the curriculum of upper secondary education, is organized into learning areas. (Llambiri Stavri et. al; 2011; 11, 16)

Elementary education includes elementary and 9th grade classes.This is a compulsory education and aims to develop intelectual, creative and practial skills of the learners, it develops their personality and equips them with the basic elements of the general culture. Compulsory basic education begins at age 6 and lasts 9 years .It consists of 2 courses: Primary (class I-V) and lower secondary course, (classes VI-IX).

In Albania, the teaching of at least a second language becomes compulsory in public education in the third grade and in private education in first grade of elementary education.

English curriculum for 9th grade school, (Primary education) is designed in accordance with the National Curriculum of Modern Languages of Pre-University Public Education, and in accordance with the European Framework of Reference for Languages in order to response to an open society based on the requirements and needs that lie ahead the teaching and learning process of English language in our country.

This program introduces language skills, communication skills habits and cultural values through which reinforces learners deepen the knowledge acquired in previous classes while increasing its expressive skills in English language. It serves on the overall formation of learners linguistically, socio-culturally and intellectually. Linguistic level rises in a aspiral way, repeating what was explained and developed in the previous years, and by acquiring new knowledge gradually. The program takes into account the age group of learners and their respective characteristics. It includes objectives, lines and sublines not only related to their age and interests, but also stimulate interest and arouse their curiosity for learning English. As an academic subject, foreign language in general and English in particular it is a cultural and skill subject. (Program mësimor për ciklin fillor lënda: gjuhë angleze klasa e tretë, IKT ; 2008)

The weekly norm of the English teacher in the Elementary educational system is 24 classes per week. The realisation of the language objectives in these classes, relies on:

The creation of a real teaching environment, the diversity of the activities, the importance of listening skill, the learning of grammar, the treatment of writing skill as well as the handling of errors.

Distribution of hours by the respective courses is: (Programet mesimore; lënda Gjuhë angleze IKT 2008-2011;7,9)

Class	Hours per week	Weeks	Total
III	2 hours	35	70
IV	2 hours	35	70
V	2 hours	35	70
VI	2 hours	35	70
VII	2 hours	35	70
VIII	3 hours	35	105
IX	3 hours	35	105

The hours in the syllabus of the IIIrd, IVth, V[th], VIth, VIIth are divided in: Communication and cultural education in respectively 32 classes/hours, linguistic education 28 classes, and free classes 10classes ;

The hours in the syllabus of VIIIth and IXth gradesare divided in: Communication and cultural education 57classes, linguistic education 38 classes and free classes 10 classes.

Total number of classes for elementary school is 560, compared to approximately the same with the number of classes imposed by Common European Framework of References for languages.

Besides public education in Korça region there is non – public education.

The expansion of private education service market beyond just private schooling provides sufficient competition as a precondition of improving the quality of such services in general. The risk that competition of private schools to public ones worsens public education service will be prevented by teaching management and performance-based learning-teaching process, learners' achievement and transparency of these achievements toward the public and professional opinion. (Strategjia kombëtare e arsimit MASH 2009 – 2013; 33)

Regarding the syllabus of non- public schools in Korça city, is in accordance with the program compiled by the Ministry of Education and Sports.

The division of hours in contrast to public education is respectively:

Class	Hours/classes per week	Weeks	Total
I	3 hours	35	105
II	3 hours	35	105
III	3 hours	35	105
IV	3 hours	35	105
V	4 hours	35	140
VI	4 hours	35	140
VII	4 hours	35	140
VIII	4 hours	35	140
IX	4 hours	35	140

2.   English syllabuses in the Albanian context

Teaching English syllabuses in the Albanian context, are oriented toward these the aims;

- Take into account the specifics of foreign language.

- They provide a tool for teachers to reflect on practice.

- They Allow a linguistic recycling.

- Encourage interaction between institutions. (Castelloti V, De Carlo M; 1995; 104)

The English syllabuses are built and based on the age groups' interests and characteristics, and it largely contributes in the independent, intellectual and socio-cultural development of the learners.

All the goals, ideas and topics presented in syllabuses, interact with, are more accommodated to each teacher's personality, experience and preconceptions, and result in a teaching style or a plan of action that the teacher seeks to implement in the classroom. (Richards and Nunan (ed.), 2002; 270)

English language syllabus for grades IIIrd-IXth has as object of study English language at the level A1-B1, conform to CEFR (Common European Framework of References) and the creation of stable communicative skills and sociocultural knowledge of learners as initial users of English language from the third grade until the ninth grade of basic education. The program provides teachers with the scheme of A1-A2 level in grades IIIrd-VIth of basic education and distinguishes with grades VIIth- IXth of basic education, which is a course study belonging to B1 level ,according to the Common Framework European Reference for Languages.

This English language syllabus in the IIIrd- IXth grades enables the acquisition of this language in the four skills; listening, speaking reading and writing and enables learners:

- to acquire information and recognize the linguistic and cultural reality of the English-speaking countries;

- to understand the nature of foreign language, relying on the knowledge of the native language;

•to realize links of the foreign language with other subjects. (Kurrikula kombëtare e arsimit bazë program lëndor lënda: gjuhë angleze klasa: III-IX , 2012, MASH , IZHA)

Today the use of methods and techniques of teaching, enables learners prepare for life and society, teach them some skills, such as working independently, having freedom of expression in the English language, being equal among equals in class, being active in various activities organized by schools or classes in English etc.

The skills that learners acquire during English language learning are:

•Linguistic skills

•Communicative skills

•The technological and informative skills.

•Creative and critikal thinking skills;

•The information development skills

•Group working skills;

•The ability of social ethical attitude to be equal to their peers in the world. (Kurrikula kombëtare e arsimit bazë program lëndor, gjuhë angleze III-IX, 2012 (draft) MASH)

If we refer to teaching syllabuses years ago,in the Albanian context, in lesson plans was included the minimal lexic, but the lack of a detailed and concrete experimental work in class, did not answer the demands of the time.

Q. Bedhia and V. Angoni stated :"For example, the syllabuses didn't use to reflect the needs and demands of the professional schools. (Apart from the general literary language, should have been taught technical-scientific language)" (Angoni V. Bedhia Q .1972 ; 84)

Today with the curriculum is often meant subject syllabus, which is among the key documents for the design of textbooks and the teachers' classroom work. Curriculum must be in full harmony with all the basic documents that define the central curriculum and the principles on which it is built. (Kurrikula kombëtare e arsimit bazë program lëndor lënda: gjuhë angleze klasa: III- IX 2012; 16)

In the past years generally, learning a foreign language in elementary school is viewed by the experimenters as a preparatory stage, with more limited goals, the main goal of which is the preparation of learners to begin a systematic course. (Bedhia Q .1974; 78). Vocabulary and communicative ability of elementary learners were centered around a theme, which had become common for the initial phase of learning a foreign language as family, the classroom with its facilities, the city's socio-cultural facilities. (Bedhia Q .1974; 72)

All the syllabuses are built and based on the age groups' interests and characteristics, and it largely contributes in the independent, intellectual and socio-cultural development of the learners. They aim the linguistic, intellectual and cultural development of the learners, by developing critical thinking learners; independence, by eliciting different forms of individual and group work.

The topics presented in the syllabus, are developed from the teachers and their ideas interact and are accomodated to each teacher's personality, experience, and preconceptions, and result in a teaching style or a plan of action which the teacher seeks to implement in the classroom. (Richards C. Jack and Nunan David, 1997; 270)

 These ideas are drawn even from the questions imposed to teachers in the questionnaire.

The syllabus for Grades IIIrd- IXth English language of the elementary education has as the object of study levels A1-B1 and the creation of sustainable communication skills and knowledge of students' socio cultural knowledge as initial user of the English language from the third to ninth grade elementary education, according to the Common European Framework of References.

English language syllabus in grades IIIrd- IXth, enables learners of English in all four linguistic aspects (listening, speaking, reading and writing) and help students to acquire information and recognize the linguistic and cultural reality of English-speaking countries, understand the nature of a foreign language, and by relying on the knowledge of the native language to realize the relation of the foreign language with other subjects. (Programet mësimore për ciklin e mesëm te ulet; lënda: gjuhë angleze, Klasat: III- IX, 2007- 2008)

Objectives are detailed according to linguistic skills, lines and sub lines. They are observed and measured by the teacher and the learner himself. Setting objectives allows learners to be independent in the learning process.

Objectives according to linguistic skills: Listening, speaking, reading and writing.

Objectives according to lines and sub lines:

Line1: Communication and cultural education Subline1.1: culture and communication, subline 1.2.The actes and the functions of communication;

Line 2 Linguistic education, Subline 2.1: Grammatical structure (Programet mesimore; lënda Gjuhë angleze IKT 2008-2012;III- IX)

The realization of the above objectives are based on: the creation of a real environment of English learning, diversity of activities, the importance of listening., the knowledge of grammar, dealing with writing, dealing with errors.

In elementary education, learners' assessment is a very important aspect of English in the Albanian context. It's a crucial fact that assessment to be made conform to the types of assessment designed by CEFR, so that they can meet the needs of Albanian learners in the Albanian education system. (Common European Framework of References; Assessment; 2001; 178)

As Widdowson assumes, syllabuses inspire teachers- as well as- Albanian teachers, for introducing methodological innovations in activities' planning and their implementation in the classroom, which are consistent in the conception of the content. What learners do, is not directly determined by the syllabus, but is a consequence of how syllabus is methodologically mediated by the teacher in the pursuit of his own course of instruction. (Widdowson, 2008; 129). This is clearly seen in the results of the Albanian teachers' questionnaire. The main purpose of syllabus reform is to alter the perspectives of teachers, shift their customary points of reference and so provide them with a different set of guidelines. (Widdowson, 2008 ;129). This is what generally the interviewed Albanian high school teachers approve.

3. Data and Methodology

3.1. Data collection

Data to be collected for this research and for showing results, include syllabus characteristics and effectiveness, so how effective they are when applied directly in the teaching- learning process and the learners' outcomes when applying syllabuses in class.

This questionnaire was developed to see the way how teachers interact with learners, transmit knowledge in the classroom, and the thoughts they share on teaching, syllabus, assessment and learning objectives.

The questionnaire is held with English language teachers of Elementary education working in different public and non-public elementary schools located in urban and rural areas. School teachers who were interviewed belong to different ages and qualifications. Textbooks they use are Albanian and Foreign authors textbooks.

3.2. The participants in the research

This research is focused on a questionnaire survey, developed with a significant number of teachers; **15** of them belong to urban areas and 15 to rural ones (30 in total). As well as 20 teachers belonging to public schools and 10 to non-public ones (30 in total).The target respondents were teachers who have conducted English lessons in Elementary schools, aged between 25-50 years old (some of them with a considerable experience in teaching process). The total number of the interviewed group of teachers is 60.

The data derived from the checklist were analyzed by using descriptive statistical methods, displayed in the respective tables parallel to the corresponding graph. Percentages for all items are obtained.

3.3. Materials

The data collection instrument for this research is a questionnaire (see appendix). The questions were chosen based on my multiyear teaching experience and based on the problems of the teaching- learning process, especially those having to do with syllabus, assessment, foreign lesson objectives. It consists of 22 alternative, open and closed questions.

3.4.　　Aims of the research

This questionnaire was conducted in the continuation of a learners' survey, in order to see and observe the teachers' opinions on the English syllabus, the way of organizing classes, how the syllabus is followed, how they adjust it to the textbooks, how satisfied they are with them, how they apply and how they contribute to the realization of the right ideas in education during the learning process of English foreign language in Korça and in its surrounding villages. This approach enables the development of an understanding of the phenomenon from the teacher's view' (Carless 2001; 266)

The appropriate way of teaching is key to success in language education. The aim is to examine Albanian English teachers' attitude toward the English education policy and their own English proficiency.

3.5.　　The field of the study

The field survey was realized in the respective schools. The questionnaires are distributed in late October and early November 2013. It is explained to the teachers the purpose of realizing the questionnaire. A part of the questionnaire was distributed online and may be well said that a part of the teachers were not likely to be answered.

An average of 10 teachers weren't answered online. So the number is reduced to 50 teachers.

From the answers of the teachers results that the average classes size for the urban area is 35-learners, and for the rural area 20- 25- learners. Public classes in elementary education contain an average number of 30 learners and non-public schools a number of 15 learners.

3.6.　　Research design

The methodology applied in this research is qualitative and quantitative. As Paille has pointed out:" The qualitative methodology, constructivist methodologies are carriers of theoretical and methodological innovations that would renew the general interest of policy makers, practitioners and researchers in the humanities and social sciences. (Mucchielli A. 2005; 7)

The teachers' answers are interpreted through statistics and are displayed in graphs. Their explanations are a way that helped us a way to realize a certain "understanding" of the phenomenon (Mucchielli A. 2005; 9), in our case that of the syllabuses implementation in teaching- learning process in elementary education.

It is a quantitative study, based on the questionnaire survey.

This research led to a separation of roles; the researcher as the producer of truth on the one hand and the English language teacher as a consumer of it on the other. (Widdowson; 2008; 55). And a new significance is given to the everyday problems and aspects of teaching- learning process that are faced by teachers.

3.7.　　Empirical Analysis

Language awareness is essential for understanding; knowing about a language, for a teacher is more important than knowing a language. (Jenkins; 2006)

The **questionnaires** clearly define facts or opinions which have been identified by more qualitative methods. (Woods P.; 2006)

There are given the data of the interviewed Albanian teachers of English in Elementary schools.

Questions are grouped according yes / no, percentages, questions assessing the language skills, objectives, monitoring and implementation of the syllabus. The questionnaire consisted of 22 questions.

Results are presented in graphs, by comparing the replies of teachers belonging to different schools. As for any quantitative data, descriptive statistics were used. As for any qualitative data analysis, the open-ended questions were translated and coded into general categories.

For data and quantitative analysis are used descriptive statistics, for qualitative analysis the questions are analyzed in the general and specific categories. The development of interpretive and reflective skills offers a very practical and fruitful alternative for language teacher education. (Sauvignon 2003 : 64)

4.   **The interpretation of the questionnaires.**

4.1.   **The interpretation of the questionnaires held with English teachers, elementary education, part of public and non public schools, urban area.**

From the interviewed 30 Elementary schools English teachers, belonging to public and nonpublic schools, it results that the public Elementary school teachers, are more sufficiently satisfied than the non public Elementary school teachers, compared to the fact that the last ones are more satisfied than the public Elementary school teachers.

Based on the these teachers' opinions, syllabus is conform the learners' level, compared to a lower percentage of non public Elementary school teachers, who do not share the same opinion.(Table 1, Graph 1). Refer at the end of this article.

Referring to the statistics in table 2 and graph 2, among the grouped questions one consists in the place that culture takes in the syllabus. From 30 interviewed teachers, the highest percentage of the teachers in non public elementary schools, believe that culture takes 20% in the syllabus, meanwhile a percentage of 33% of elementary public schools teachers, believe that culture takes an important place in the English syllabuses, concretely 40%. Most of the teachers of public elementary schools think that culture takes 80% of the syllabus.

The question having to do with how much the syllabus consider the age and level of the learners, the elementary nonpublic school teachers, have the highest percentage of 80%, compared to 40% of Elementary public school teachers.

Regarding to the question that the syllabus objectives are reflected in the textbooks, 16% of Elementary public school teachers, are of the opinion that the syllabus objectives, take a place of 20% and 60%; 33% of these teachers support the fact that the objectives take 80% and 33% of them, are for 100%. The highest percentage of 75% of nonpublic elementary school teachers, believe that the objectives of the syllabus are reflected 100% on the textbooks. This fact is related with the textbooks that these teachers use; foreign authors' textbooks reflect in a higher percentage the syllabus objectives, compared with the Albanian authors' textbooks.

Of high interest is the question related to the syllabus conformity with CEFR (criteria of Common European Framework of References for languages). 33% of Elementary public school teachers believe that it is conform 60%, 33% of them believed that the syllabus is conform CEFR 80% and also 33% believe that it is conform 100%. , compared to a higher percentage of the non- public elementary school teachers, who are of the opinion that the syllabus is conform 100% to CEFR.

Below, in the presented statistics, it is also clear that a higher percentage of non public elementary school teachers, realize 80% the syllabus and elementary public school teachers, realize 100% the syllabus. (Table 2, Graph 2).

In table 3 and graph 3, based on the teachers' opinions, the learners' age is taken into consideration when compiling the syllabus. 100% of non- public elementary school teachers believe that the objectives of CEFR are reflected in the syllabus, compared to 33% of public elementary school teachers who share the idea that the objectives of CEFR are not reflected in the syllabus.

75% of non- public elementary school teachers believe that objectives can be reached in classes with a great number of learners. For public elementary school teachers, the percentage is 50-50%.

Learners' assessment is a very important aspect in teaching learning process in the Albanian context. It is essential that the assessment is conducted in conformity with the types of evaluation set out by CEFR, so that they fit better to the needs of learners in the Albanian educational system. (Common European Framework of References (Assessment)**;** 2001;179)

Based on the teachers' answers in these schools, the highest percentage in schools' teachers, public and non-public, assessment is made based on CEFR criteria; respectively 66% Public Elementary school teachers and 75% nonpublic elementary school teachers. But it was also a relatively not low percentage that assessment is not based on CEFR. Learners are introduced with the lesson objectives by all the teachers in both schools.

The teachers pretend that they pay attention to the tasks they impose to learners, in order to reach their objectives. Usually they include tasks that involve cognitive processes such as selecting, reasoning, classifying, sequencing information, and transforming information.(Ellis R. 2003; 8)

The other group of questions has to do with the set of objectives and with the fact how much the teachers take into the consideration the learners' opinion about the syllabus. Elementary non public school teachers place the objectives

in every class, by dividing them in minimal and maximal objectives. As well as 83% of elementary public school teachers set the objectives in every class. Only a small percentage, 16%, set them at the beginning of each module.

Public Elementary schools teachers take more in consideration the learners' opinion in the development of the lesson, compared to the nonpublic elementary school teachers. The syllabus is followed 66% from public Elementary schools teachers and 75% from nonpublic elementary school teachers. (Table 4 and graph 4)

4.2.   The interpretation of the questionnaires held with English teachers, elementary education, part of urban and rural areas.

The same questions are analyzed for this group of teachers too. Their answers are various. Tables and graphs show statistically their replies.

Referring to the question how satisfied are the teachers with the syllabuses, and how the syllabus is conform the learners' level, the results indicate that Elementary school teachers, rural area, are very satisfied and those of urban area are sufficiently satisfied. The syllabus is sufficiently conform the learners' level for the opinion of Elementary school teachers, rural area, compared to 75% of Elementary school teachers, urban area, who believe that the syllabus is in complete conformity with the learners' level.(Table 5 and Graph 5)

Table 6 and graph 6 show the result sorted by being based on problems and aspects having to do with the cultural aspect and its treatment in the English language teaching – learning process, in what percentage is the learners' age taken into consideration, the conformity of the syllabus with the criteria set by CEFR, and in what percentage the syllabus is realized by this group of teachers.

Most of the Elementary school teachers, rural area, 75% share the opinion that cultural aspect covers 40% of the syllabus, compared to 66% of Elementary school teachers, urban area who say that culture covers 80% of the syllabus.

The largest percentage of Elementary school teachers, urban area think that the age and level of the learners are taken 80% in consideration, while syllabus is compiled, compared to 75% of Elementary school teachers, rural area who are of the opinion that it is taken into account to the extent of 60%.

Regarding to the reflection of the syllabus objectives in textbooks, the highest percentage in both groups of teachers (33% from urban 50% in rural); urban and rural area, believe that they are reflected in a mass of 60%. This also depends on the textbook that they use. As it is seen from the statistics and replies of the questionnaire, foreign authors textbooks, reflect in a higher degree the objectives.

The conformity of the syllabus with CEFR according to 50% of Elementary school teachers, rural area the syllabus is conform CEFR in a mass of 60% , whereas 33% of Elementary school teachers, urban area are of the opinion that the syllabus is conform CEFR in a mass of 60%, 33% believe 80% and the rest 100%.

The syllabus is realized and followed 100 % from 100% of Elementary school teachers, rural area and 100% from 66% Elementary school teachers, urban area.

The specification of syllabus content was derived from formal models of linguistic description. The implication for teaching is that methodology should ensure that classroom language and objectives set, is as close an approximation to authentic language behavior as possible. (Widdowsson 2008; 130)

From the data taken from table 7 and graph 7, the age of learners is taken into consideration during the syllabus compilation. Only a percentage of 16% of Elementary school teachers, urban area believe that it is not taken into consideration. According to 100% of Elementary school teachers, rural area the objectives can be reached in classes with a great number of learners, compared to 50% of Elementary school teachers, urban area who believe that the objectives are unattainable in classes with a great number of learners. Actually Elementary school teachers, rural area do not deal with this situation, because their classes are relatively with a small number of learners, so the opinion of Elementary school teachers, urban area is more convicting.

 100% of Elementary school teachers, rural area assess based on CEFR criteria, compared to 66% of Elementary school teachers, urban area. Both groups of teachers introduce learners with the lesson objectives.

Many teachers support the idea of Widdowson that syllabus offers security. (Widdowson 2008; 152). 100 % of Elementary school teachers, rural area and 83% of Elementary school teachers, urban area, set the objectives in every class; only 16% of them set the objectives at the beginning of each module.

Based on the answers of 66% of Elementary school teachers, urban area, and 75% of Elementary school teachers, rural area, the syllabus is followed by them, but not strictly. (Table 8 and graph 8).

5.   Conclusions. Comparison of results

The general purpose of education is to initiate people in a secondary culture. This is what is drawn even from the replies of teachers in the questionnaire; the fact that they use, follow and are widely based on the syllabus. So if the learners are to be induced into formal learning they are likely to need some definite direction which will indicate the paths they are to follow. This is what the syllabus can provide. (Widdowson 2008; 152)

The results of this study suggest that all the elementary education teachers in the Albanian context follow even though not strictly the syllabuses designed by ICT, Ministry of Education and Sport in Albania. This study has asserted how the Albanian teachers have the right to make judgments and how these judgments affect decision-making in syllabus design.

From the survey questionnaire it is observed that most of teachers at least have positive attitudes toward the syllabus conformity to the learners' level in the classes where they teach.

An important aspects of the existing situation in the Albanian context, is how curriculum outcomes agreed at present frequently using language, ideas and approaches imported from English-speaking cultural settings, can best be articulated and communicated in terms that maximize their 'cultural continuity', (Holliday 2001) and so are meaningful to the participants of the Albanian context, who will need to understand them if they are to be achieved.

The main conclusions that can be drawn from this research are:

- For teachers of Elementary Public and non-public schools, the syllabus is applied and is fully realized. The syllabuses objectives are presented in textbooks, more supporters of this, are teachers of public schools, especially those who use in foreign authors' textbooks in a mass of 80% and 100%. A high number of teachers from both schools, set objectives in every class. Furthermore, teachers of non- public schools are very satisfied with the existing syllabuses. Even the teachers of public schools, a considerable percentage of whom support the conformity of them with the learners' age and level, as well as the involvement and the treatment of intercultural aspects in the syllabus.

However based on the opinion of the teachers from both schools there is still an insufficiency in the assessment aspect; it is not fully realized, based on the standards set the CEFR.

• For teachers of elementary urban and rural schools area, the conformity of syllabus with learners' age and level is sufficiently in 100% of the teachers of rural schools areas, whereas they are a lot in conformity according to most of the teachers' of urban areas opinion. Considering the syllabus conformity with CEFR criteria, has the higher percentage of teachers' urban area schools opinion.

Syllabus is realized 100% from the teachers of both schools. Regarding the syllabus objectives in textbooks, they appear 100% according to urban area teachers, whereas the teachers of rural areas school share the opinion that they appear 50%. This may simply leads to the fact that as well as even in the first group of teachers (public and non-public), this depend on the textbook they work with; the foreign authors' textbooks treat and include the syllabus objectives in them.

An interesting fact that isn't expected, is that a high percentage of teachers in schools of rural area, assess based on the CEFR criteria. Maybe this depends on the criteria required and used by the foreign authors' textbooks they use. Also a large percentage of teachers in rural area, set objectives in every class, compared to a lower percentage of teachers in urban area. A considerable number of teachers in both school groups take into consideration learners' opinion for the syllabus.

Therefore, teacher education syllabuses should deal with language teaching methodology appropriate to a range of learner ages and stages. This is put in use in the groups of teachers taken into question. I believe that it is essential for teachers to know how to localize the existing curriculum to make it fit in their particular contexts.

It is needed to develop clear learning objectives and detailed guidelines for what should be taught, including why and how, and also needs to make these guidelines available to all teachers and schools.

However it is only a small sample and the answers should not be generalized, these are some of the ideas of some teachers. Although document analysis was employed and data were analyzed quantitatively and qualitatively, it would have been interesting to have class observations and interviews or meetings with more teachers.

The design of this study and the questions in the questionnaire are rather exploratory in nature. It attempts to examine elementary school teachers' needs and wants.

Further studies on teachers' needs and opinions should be pursued to meet the various and constantly changing teaching conditions and situations, in order to lead to a professional teaching.

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Tables and Graphs

Table 1. Teachers of elementary public and non-public schools

	Elementary public school	Elementary non-public school
Sufficiently satisfied with the syllabus	66%	50%

Very satisfied with the syllabus	33%	50%
Conformity with the learners'level/sufficiently	83%	16%
Syllabus conformity with the learners' level/ a lot	75%	25%

Graph 1
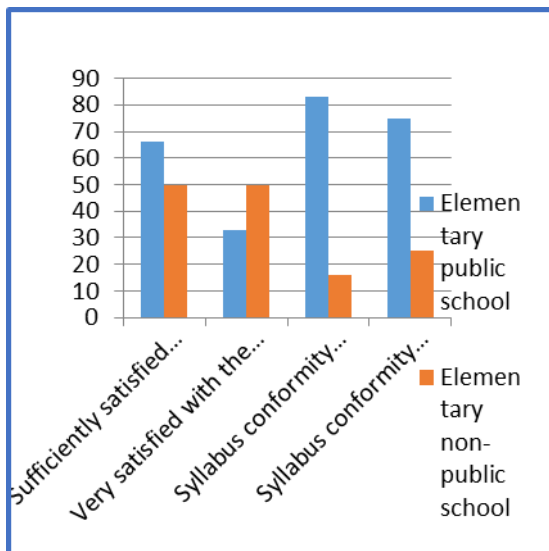
Table 2. Teachers of elementary public and non-public schools

	Elementary public school(%)	Elementary non-public school(%)
Culture in syllabus 20%	0 %	50%
Culture in syllabus 40%	33%	0%
Culture in syllabus 60%	0%	25%
Culture in syllabus 80%	66%	25%
Considering the learners'age/level 40%	33%	0%
Considering the learners'age/level 80%	66%	100%
Syllabus objectives in textbook 20%	16%	0%
Syllabus objectives in textbook 60%	16%	0%
Syllabus objectives in textbook 80%	33%	25%
Syllabus objectives in textbook 100%	33%	75%
Syllabus conformity with CEFR 60%	33%	0%
Syllabus conformity with CEFR 80%	33%	25%
Syllabus conformity with CEFR 100%	33%	75%

Syllabus realization 80%	33%	75%
Syllabus realization 100%	66%	25%

Graph 2
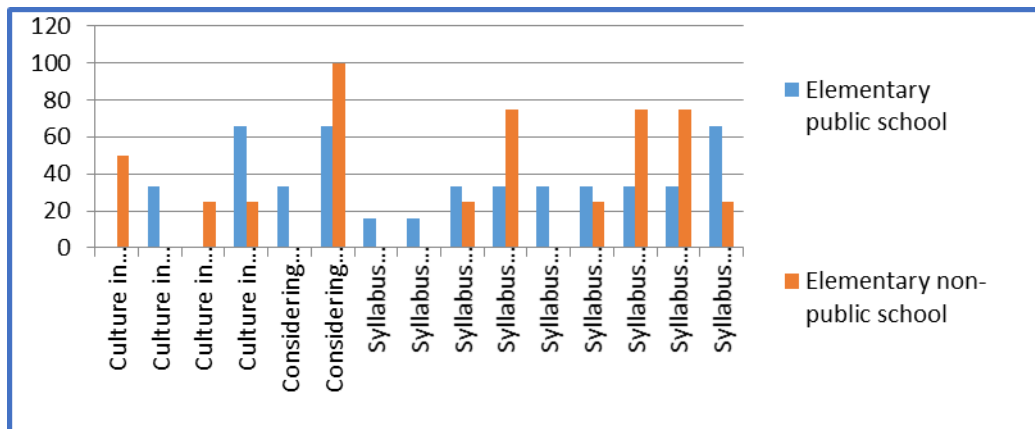
Table 3. Teachers of elementary public and non-public schools

	Elementary public school (%)	Elementary non-public school (%)
Considering the learners' age	100%	100%
Objectives presented in textbooks	83%	100%
Objectives not presented in textbooks	16%	0%
CEFR objectives in syllabus	33%	100%
CEFR objectives not in syllabus	33%	0%
Objectives can be reached with a great nr of learners	50%	75%
Objectives can not be reached with a great nr of learners	50%	25%
Assessment conform to CEFR/ Yes	66%	75%
Assessment conform to CEFR/ No	33%	25%
Introducing learners with objectives/Yes	100%	100%

Graph 3
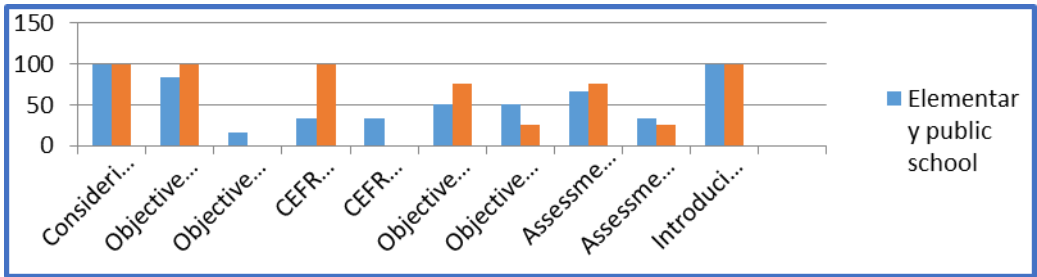
Table 4 Teachers of elementary public and non-public schools

	Elementary public school %	Elementary non-public school %
Objectives are set in every class	83%	100%
Objectives are set at the beginning of each chapter	16%	0%
Considering learners'opinion for the syllabus	33%	25%
Following the syllabus/not strictly	66%	75%

Graph   **4**
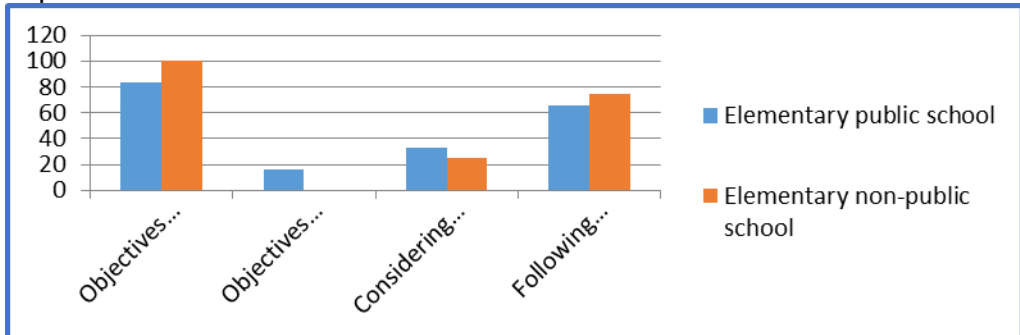
Table 5   Elementary school teachers in urban and rural area

	Elementary urban area	Elementary rural area
Sufficiently satisfied with the syllabus	66 %	50%
Very satisfied with the syllabus	33 %	50%
Syllabus conformity with the learners' level/sufficiently	83%	100%

Syllabus conformity with the learners' level/ a lot	75%	0%

Graph 5
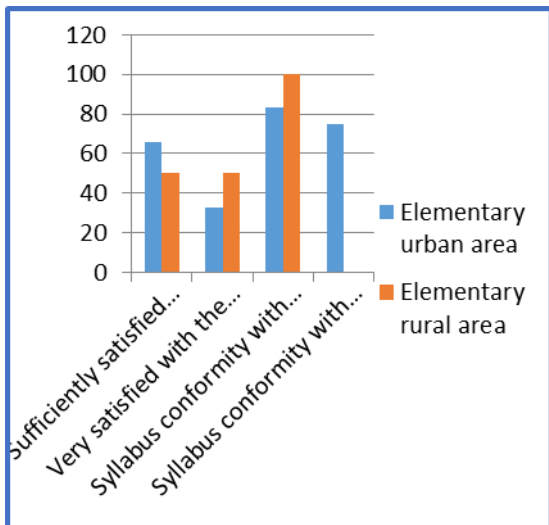
Table 6 Elementary school teachers in urban and rural area

	Elementary urban area	Elementary rural area
Culture in syllabus 40%	33 %	75%
Culture in syllabus 80%	66%	25%
Considering the learners'age/level 40%	33%	25%
Considering the learners'age/level 60%	0%	75%
Considering the learners'age/level 80%	66%	0%
Syllabus objectives in textbook 20%	16%	0%
Syllabus objectives in textbook 60%	16%	25%
Syllabus objectives in textbook 80%	33%	50%
Syllabus objectives in textbook 100%	33%	0%
Syllabus conformity with CEFR 60%	33%	50%
Syllabus conformity with CEFR 80%	33%	25%
Syllabus conformity with CEFR 100%	33%	25%
Syllabus realization 80%	33%	0%
Syllabus realization 100%	66%	100%

Graph 6
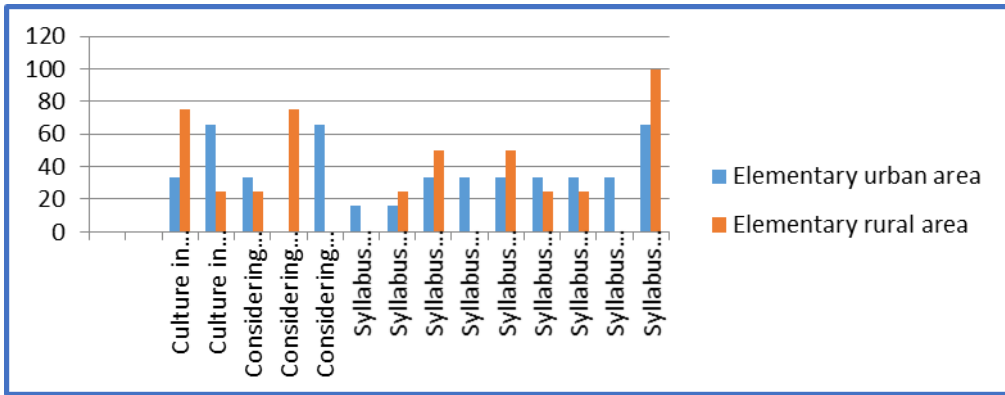
Table 7. Elementary school teachers in urban and rural area

	Elementary urban area	Elementary rural area
Considering the learners' age	100%	100%
Objectives presented in textbooks	83%	100%
Objectives not presented in textbooks	16%	0%
CEFR objectives in syllabus	33%	75%
CEFR objectives not in syllabus	33%	25%
Objectives can be reached with a great nr of learners	50%	100%
Objectives can not be reached with a great nr of learners	50%	0%
Assessment conform to CEFR/ Yes	66%	100%
Assessment conform to CEFR/ No	33%	0%
Introducing learners with objectives/Yes	100%	100%

Graph 7
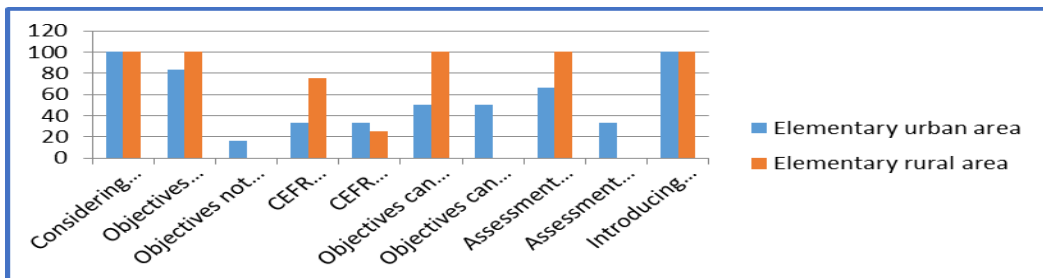
Table 8. Elementary school teachers in urban and rural area

	Elementary urban area	Elementary rural area
Objectives set in every class	83%	100%
Objectives set at the beginning of each chapter	16%	0%
Considering learners'opinion for the syllabus	33%	25%
Following the syllabus/not strictly	66%	75%

Graph 8
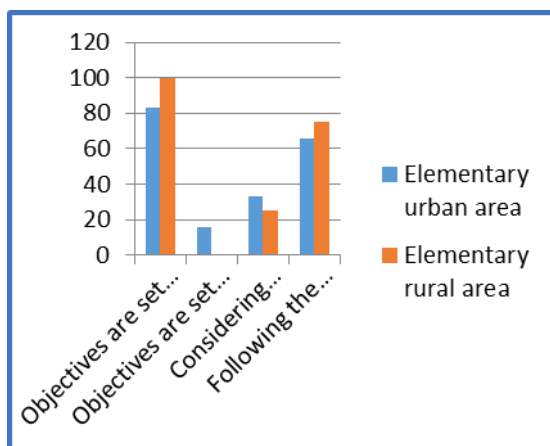
Appendix

Questionnaire

Years in teaching: *I teach in:*

Textbook I use: Albanian/ Foreign authors   *a) Elementary school public/ nonpublic*

                                                     b) Elementary school urban/ rural area

Qualification:

1.How much are you satisfied with the syllabuses?

a)A little satisfied   b) not satisfied   c) sufficiently satisfied   d) very satisfied

2.   How much is the syllabus conform to the learners' level in the classes where you teach?

a) A little   b) Not conform   c) sufficiently   d) a lot

3.   To what extent is the cultural aspect included in the syllabuses?

a)20%   b) 40%   c) 60%   d) 80%   d) 100%

4.   Is the learners' level, age taken into consideration in the syllabuses?

a)Yes   b) No

5.   If « yes » how percent is taken into consideration?

 a) 20%   b) 40%   c) 60%   d) 80%   d) 100%

6.   Are the syllabus objectives reflected in the textbooks?

a)Yes   b) No

7.   If "Yes", to what extent?

a)20%   b) 40%   c) 60%   d) 80%   d) 100%

8.   Are the objectives of CEFR, reflected in the syllabus?

a)Yes   b) No

9.   If "Yes" are the syllabuses conform CEFR, and to what extent?

a)20 %   b) 40%   c) 60%   d) 80%   e) 100%

10.   Can the objectives of the English lesson be reached in classes with a great number of learners?

a)Yes   b) No

11.   If "Yes" at what percentage?

a)20 %   b) 40%   c) 60%   d) 80%   e) 100%

12.   What is the number of learners in the classes where you teach?

15   20   25   30   40

13.   Is it created the possibility to work with appropriation of the 4 CEFR competencies? If "yes" at what percentage?

a)Oral comprehension….

b)Written comprehension….

c)Oral production ….

d)Written production….

14.   Do you assess based on CEFR criteria's for assessment ?

a)Yes   b) No

15.   If "Yes" which assessment you mostly use ?

a)Formative assessment/ Summative assessment

b)Norm referencing assessment/ criterion referencing assessment

c)Continuous assessment/ Fixed assessment points

d)Direct assessment/ Indirect assessment

e)Subjective assessment/ Objective assessment

f)Holistic assessment / analytical assessment

g)Assessment by others/ self-assessment

    13. Do you make continuous assessment? If "Yes" how?

a) During the year   b) at the end of modules?

16.   Do you impose objectives and where?

a)In every class

b)In groups of classes

c)At the beginning of the units/ modules

17.   Do you introduce learners with the objectives?

a)Yes   b) No

18.   How do you check how the objectives are reached?

……………………………………………………………………………….

19.   Would you prefer:

a)Not to follow the syllabus

b)To consider learners' opinion for the lesson

c)To follow the syllabus but not strictly

d)Other…………………………………………………………………..

20.　　　Which linguistic skills do you give priority? (1-4)   1) a lot 4) a little:

a)Listening   b) Speaking   c) Reading   d) Writing   e) All of them based on CEFR criterias

　 (Explain why)…………………………………………………………

21.　　　To what extent is the syllabus designed by the Ministry of Education and Sport followed by you?

a)30%　　　　　b) 60%　　　　　c) 80%　　　　　d) 100%

22.　　　How often does the syllabus update?

a)Every year　　　b) Every two years　　　c) Every four years　　　d) more rarely

Problems and strategies of teaching and translating English idioms in Albanian schools - Theoretical and practical implications

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Abstract

The aim of this paper is to present the main strategies, problems and difficulties that English language teachers encounter while teaching idioms in Albanian schools. Idiomatic language and expressions place an important part in English phraseology, as a reflection of the mentality and spirituality of the nation vision of the world. Translating idioms needs good competence of the target language, which makes the issue a difficult and challenging task for the teachers and translators, too. The scope of this study is to show theoretical and practical implications of idiom teaching and translation in primary and secondary schools of Korça region. It outlines the main problems, methods and ways which have been investigated through a questionnaire carried out to 41 English teachers, 7 of which teaching in villages and 34 in the city. A quantitative research is carried out to give a general view on idiom teaching and the place translation acquires in the target language. The most effective strategies and methods are outlined to illustrate the results of this study. As teaching idioms is considered to be a difficult process, the scope of this study aims at presenting data collected showing Albanian teacher's experience and the role of the target language in idiom meaning explanation.

Keywords: translation, teaching, strategies, idioms, theoretical and practical implications

1. Introduction

Teaching idioms is a very difficult and challenging process. It is well known that English is rich in idioms, collocations, set phrases, proverbs and quotations.   According to E. M. Kirkpatiick, CM. Scwartz (1996: cover 4) "*Idioms are those modes of expression peculiar to a language which frequently defy logical and grammatical rules, but without which both speech and writing would lose much of their vitality and color.*"

The field of idiomaticity is considered by many researchers an important area of linguistics. Mastering idioms is believed by many scholars as a sign toward proficiency for students as EFL learners. It is obvious that further studying should be done to enrich this field. Figurative language is an area often neglected in the teaching of vocabulary (Lazar: 1996) but of crucial importance to be considered.

The aim of this article is to identify teacher's problems while idiom processing and explanation in class and also to outline which strategies do teachers use and find more effective. Idioms are part of the vocabulary in student's course books and no one can neglect teaching them, since they constitute an important part. Idiom teaching and learning are often considered as a hard task in L2 learning. The difficulty of this stands in the fact that the meaning of idioms is not the sum of the individual literal meanings of its constituents. An idiom is made up of simple and random words but when it comes to translate or teach them, there stands the difficulty.

A good cultural knowledge should be acquired by teachers in order to achieve a good grammatical and semantic translation. According to Culler (1976), languages contain concepts which differ radically from those of another, since each language organizes the world differently.

The disparity among languages results in different phrases even though both nations have identified similar social rules. This makes the process of translation a difficult task for the teachers to transfer the meaning from one language to another and a troubleshoot for EFL students to acquire.

2.   Theoretical background

There has been a great contribution of linguists such as Baker, M. (1992), Cooper, T.C (1999), Fernando, C. and Flavell, R. (1981), Irujo, S. (1986), Larson, M.L (1984), Newmark, P (1988), Zyzik, E (2009), Titone, M.R. (2008), Pulman, S.G (1993), Oxford, R. (1990), Nippold, M.A., & Martin, S.T. (1989) and others in the field of translation process and language acquisition of idioms.

In order to understand translation strategies we should know what the translation process is. According to Brislin (1976, p.1) translation is defined as: "the general term referring to the transfer of thoughts and ideas from one language have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf." To Lotfipour, 1997, the translator's task is to create conditions under which the source language author and the target language reader can interact with one another. Those who are involved in the process of translating and are called translators are supposed to be the agents for transferring messages from one language to another, while preserving the underlying cultural and discourse ideas and values (Azabdaftary, 1996). According to Bell (1991: xv), the goal of translation is "the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as possible, the content of the message and the formal features and functional roles of the original text." Newmark (1981: 7) defines translation as "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". According to Wills (1982: 13), translation theory examines the transferability of texts from one language to another language, as well as the "similarity of the effect produced by the source language text (SLT) and that produced by the target language text (TLT)"

What are translation strategies?

Very little has been actually written about translation strategies within the field of translation theory, since some scholars consider it a useless concept in the first place. These strategies are defined by Loescher (1991:76) as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." Jaaskelainen (1999, p.71) considers strategy as, "a series of competencies, a set of steps or processes that favor the acquisition, storage, and/or utilization of information." He continues that strategies are "heuristic and flexible in nature, and their adoption implies a decision influenced by amendments in the translator's objectives." According to Leppihalme (1997: 24), translation strategies are "means which the translator, within the confines of his/her existing knowledge, considers to be the best in order to reach the goals set by the translation task."

Another important concept is giving the definition of the term 'idiom'. Being part of phraseology, idioms are defined as "a string of words whose meaning is different from the meaning conveyed by the individual words" (Larson, 1984, p.20). *In Longman dictionary of English idioms* (Longman Group Ltd: 1979) idioms are referred to as "a fixed group of words with a special different meaning from the meaning of the separate words". J.Sedl and W.Mc. Mordie*, 1978* gives the definition "The idiom is some quantity of words which, under condition of their joint consideration, mean something absolutely another in comparison with the individual word meanings, forming an idiom." Moon (2006) defined idiom as a fixed sequence of words which has a meaning beyond that of the constituent parts. Another definition contributed by Irujo (1986a, p. 2) is that "an idiom is a conventionalized expression whose meaning cannot be determined from the meaning of its parts. Idioms differ from other figurative expressions, such as similes and metaphors, in that they have conventionalized meanings." Jani Thomai, 1981, states: "An idiom is a linguistic unit with an autonomous meaning consisting of two or more words, with a stable construction, historically formed for a long time, with the value of one word and is reproduced in speech and functions in language as a ready-made unit." Amosova, 1963 "an idiom is a phraseological unit in which we cannot point out which word comprises the main and basic semantic feature of the unit".

The definitions of the idioms are quite unified and they seem to posses almost the same concept and no major contradictions seem to exist between them.

Taking into consideration the idiom definition as a group of words the meaning of which is different from the meaning of its constituents, translation is not an easy task to perform. That's why teachers and many other scholars find this process difficult. This is the reason why we have intended to present the strategies and how to overcome difficulties in the teaching and translation process of idioms in the Albanian context.

3.   Idiom translation

Idiom translation poses a serious problem for the translator because each culture has its own way of expressing things. Some idioms might be difficult to translate because of the lack of this idiom in the target language. The translator has to think about an appropriate translation strategy for the phrase. Idiom translation requires a deep insight of the culture, a good understanding and appropriate analysis before it is given the equivalence. They are culture bound and language specific. Larson (1984: 143) agrees, as he argues that the first crucial step in the translation of idioms is to be absolutely certain of the meaning of the source language idiom. This is why recognizing and being able to use idioms appropriately requires excellent command over the source language.

There are some ways to carry out translation of idioms from one language to another.

Identical pairs is one of them. It is easy for the translator to find the equivalence in the target language such as: *someone's blood boils – i zjen gjaku (është i ri), never look a gift horse in the mouth – kali i falur nuk shihet nga dhëmbët, kill two birds with one stone – vras dy zogj me një gur, etc.*

Identical messages is another one. This method comprises the idioms which are different in form and meaning, but they convey the same message, e.g. *kick the bucket – ndërroj jetë, carry coals to Newcastle – të bësh një vrimë në ujë, put the cart before the horse – peshku në det tigani në zjarr.*

Calque or loan translation which are idioms borrowed and accepted from another language (usually from Greek mythology, Bible, Latin, French, German, borrowings) such as: *all roads lead to Rome – të gjitha rrugët të çojnë në Romë, be more Catholic than the Pope – të jesh më katolik se Papa, Pandora box – kutia e Pandorës, a Pirrian victory – fitore si e Pirros, the Troyan horse – kali Trojan, etc.*

Translation of the message – the idiom in the source language cannot be conveyed in the target language except by translating the message it is supposed to convey, e.g. *be in the same boat - të gjendesh në të njëjtën situatë, every cloud has a silver lining – mbas çdo të keqe vjen një e mirë, stick one's neck out – të të hajë kurrizi (të flasësh me kurajo duke marë përsipër rreziqe), spill the beans – nxjerr të palarat në shesh, tie one on – të bëhesh tapë (i dehur), etc.*

Uncommon translations. Sometimes an idiom is translated into another language and sounds unfamiliar but the metaphor behind it is clear enough to make it understood. These translations usually happen in translating novels and in dubbing films and rarely become part of the lexicon of the target language.

There is another way of translating idioms and collocations. It is called **word for word translation**. This type of translation is similar to primitive machine translations and serves no practical purposes. It is considered to be the worst possible translation strategy. For instance according to Larson (1984: 116), a literal translation of an idiom will usually result in complete nonsense in the target language. Also Newmark (1981: 125) stresses that idioms should never be translated word for word. Ingo (1990: 246) agrees with Larson and Newmark, stating that literal translation of an idiom is rarely successful, and should therefore be avoided at all costs.

The most effective strategy is translating by finding the equivalent expression in the target language as the original source language idiom. It is very important to convey the style and the manner of the original source language idiom. If there is no equivalent expression the translator has to use a "non-idiomatic" expression which conveys the same meaning.

4.   Problems in Teaching L2 Idioms

Idioms are the most difficult part of the vocabulary to teach. They are not considered to be taught in the elementary level. Students might be faced with idiomatic expressions like phrasal verbs since the third and the fourth grade such as: *switch on the TV, wake up, turn on/off the light, hurry up, stand up, sit down, hands up* (in the air), etc. they often use to learn from the teachers phrases like: *carry on, raise up your voice, look at the blackboard,* etc. Even though this expressions are not called idioms they comprise figurative meaning which is made up of a verb and a particle or adverb.

Idioms are usually not taught in the L2 classroom due to the fact that teachers either don't know their meaning or they don't know their origin. Idioms are not treated in L2 classrooms as regularly as might be, because of time pressures. (Mola, 1993). According to Lennon (1998) exercises of problem-solving nature can help learners to discover the metaphors in idiomatic expressions. Furthermore, Lennon believes that students will become highly motivated to

translate their language's metaphors into the target language so as to share with the class their own culture the method of metaphor encoding.

 It is very important to integrate students in the four skills (reading, listening, writing, speaking) because they integrate idiom knowledge in the four skills. Teachers should design various activities for students to use with English idioms so that students can collaborate with peers and utilize idioms in different contexts. Idioms should not be taught directly at all. (Mantyla, 2004). She considers the best policy of teaching to be a method where the students' attention is focused on the common characteristics of idioms.

4.1 When to teach idioms

A number of questions arise from researchers as to when to teach idioms, what level, age, in the primary or secondary school, etc. Since idioms represent the status of highly idiomatic language, an idiomatic expression like *let the cat out of the bag - nxjerr të palarat në shesh or it is raining cats and dogs – bie shi me gjyma* there is no relation with *cats* and *dogs* but the overall meaning   is composed of several words whose individual meanings do not seem to contribute to the meaning of the idiom as a whole *(reveal a secret or heavy rain).* In addition to this apparent incongmity between form and meaning, the scarcity of teaching materials and the lack of a clear methodology make idioms a stumbling block for EFL students. (Irene López Rodriguez, Elena Maria Garcia Moreno, n.d.: 241). "Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of choice." (J.Harmer, 2007: 11).

4.2 Teaching tips and strategies.

Learning idioms is one of the fundamental aspects of language learning that is postponed until the learners reach their advanced levels (Irujo, 1986a). It is very important to choose the idioms which are necessary, those which are more frequent in reading texts and conversations. She indicates that comparing and contrasting literal and figurative meanings of idioms will enable students to recognize idiomatic usage and to interpret idioms accordingly. Irujo (1986b) emphasizes that most students are very interested in learning idiomatic expressions so it will be a wrong decision to postpone learning them until students reach advanced levels. A research study conducted by Wu (2008) showed that English idioms with illustrations could increase college students' idioms understanding better.

According to Nilsen, A.P. & Nilsen, D.L.F. (2003), by knowing the origins of idioms, students can more easily figure out the metaphorical meanings. He carries on that discussions focused on the origins of words and phrases help students understand how language transforms over time and, thereby, enables them to hypothesize in a more meaningful way the meaning of unfamiliar words or phrases. Zigo, D. (2001), states that: "*when teachers encourage students' natural inclinations toward narrative forms of meaning making, in conjunction with text-based lessons, the students appear more engaged with textual content and demonstrate less resistance to reading material that might otherwise be challenging or frustrating.*" He sums up that students respond to texts through narrative approaches, encouraging them to engage in role-playing and to allow memories, images, and stories to surface as they begin to develop interpretations. They are more likely to understand, recall, and care about what a metaphor means after having played with the word through a highly personalized, storied exploration of their own experiences of metaphorical language. According to the internet site (w.w.w.teachingenglish.org.uk) the following tips are given to teach idioms:

-        The teacher deals with proverbs and idioms when they crop up in their contexts, such as in reading and listening tasks or when you use one naturally in class.

-        The teacher teaches several 'body idioms' together. E.g. to be head and shoulders above the rest, to be long in the tooth, to shoot yourself in the foot, etc. It will be easier for students to remember some of them if they're in groups.

-        The teacher uses visuals and pictures to help learners remember them. For example, draw a bird in the hand and two in the bush.

-         The teacher does some matching activities. For example, give students five proverbs that have been cut in half and get them to match them up.

- The teacher asks students if any of the proverbs translate directly into their own language. Most of the time students will know a similar expression in their language and it can help them to remember them if they compare the differences between English and their language.

- The teacher tires put idioms into context. Try to use situations when people actually use the expressions and get students to create dialogues or role-play and to use a few of the proverbs or idioms to reinforce the meaning.

- The teacher explains to students that it may be more useful for them to be able to understand the expressions when they hear them than to be able to produce them. Ask them how they would react if you used this type of expression in their language. Would they find it a bit strange?

- The teacher doesn't overload students with too many at a time. Five is probably a good number of one class.

4. The study

This study has a qualitative nature followed by a quantitative study carried out by the analysis of a questionnaire handed to city and village teachers of Korça district. The study is followed by an analysis of the data taken from each questionnaire and presented in type of charts and diagrams below.

5.1 Aim and research questions

The overall aim of this research paper is to analyze what strategies and methods teachers use in idiom teaching and translation in primary and secondary schools of rural and urban zones of Korça city. This paper intends to show teachers methodology of idiom translation in their classes and what different strategies do they use to teach idioms in primary and secondary schools. This study seeks to answer the following research questions.

1. What are the main translation strategies teachers' use in teaching and translating idioms in class?

2. What different strategies do teachers find more effective in teaching idioms in primary and secondary schools?

3. How do teachers cope with idiom translation in class?

5.2 The subjects in the study and the research instruments

This study is focused on a questionnaire of the methods, strategies, and difficulties teachers face in teaching idioms in class. The participants involved in this study were 41 English teachers of Korça city and some villages (Pirg, Zvirinë, Vashtmi, Libonik, Mborje, Podgorie and Pojan). The questionnaire was distributed to 12 teachers teaching in the above villages and 29 teachers of Korça public schools. From the 29 teachers 10 teach in private schools and English language centers. 4 of the teachers teach in both private centers and public schools, of which 2 in villages and the other 2 in Korça public schools. All of them teach both in primary and secondary schools from the 3rd to the 9th grade. Primary school in Albania includes grades from 3rd to 5th while secondary from 6th to 9th. The questionnaire was handed out and collected in two weeks time. The questionnaire consisted of 16 questions and the data derived were analyzed by using descriptive statistical methods.

Teachers under the subject of this research have an experience from 5 to 15 years of teaching in primary and secondary school. Teachers worked with different levels of English texts in different schools thus different answers are provided depending on idiom frequency in their English texts. Most of them worked with English Zone 1, English Zone 2, English Zone 3 – Margarita Prieto; Lauren Robbins; McGraw-Hill Companies, Inc (2006) from 3rd to 5th grade and some with Welcome 1, Welcome 2, and Welcome 3 – Gray E. Evans V. Express Publishing 2008. In the secondary grade they use Elevator International 1, Elevator 2, Elevator 3, Elevator 4 – Lucy Norris; Annie Taylor, Richmond Publishing (2008) and Access 1, Access 2, Access 3, Access 4 Virginia Evans; Neil O'Sulivan; Express Publishing 2008. One of the public secondary schools in Korça city worked with Off we go, Zana Lita; Suzana Balli, Pegi (2006).

5.3 Methodology

The methodology used is based on a quantitative analysis conducted with a questionnaire handed out and filled in from teachers of primary and secondary schools of Korça city and villages around. The questionnaire was selected as the most appropriate methodological tool so as to conduct the survey. According to Papanastasiou and Papanastasiou

(2005), a questionnaire is an important means which can collect data from a lot of people while the quantitative and the statistical analysis can be revealed. Data results are interpreted through graphs and charts under statistical descriptive method.

6.   Results
6.1   Data Analysis of the questionnaire

When all questionnaires were collected, data were recorded and registered on the computer. Notes were kept for each question and answers were recorded. Concerning the 16 questions of the questionnaire, 11 questions included multiple choice answers while 5 others wanted teacher interpretation and comments. There was given no comment to some questions by some teachers.

According to the results of the questionnaire the following data were recorded:

► 40 % of the teachers chose translation by paraphrase strategy and another 41 % translation by using an idiom with similar form and meaning in the target language. 19 % had chosen translation by using an idiom of similar meaning but dissimilar form and 0% of them translation by omission. (Data are shown in Chart 1).

► In the second question which strategies do teachers find useful while teaching it was pointed out the first and the third, and in some cases the second and the third strategies have been more useful. (See the questionnaire). Most of the teachers who had chosen the first method answer said students understand idioms better, the others who have chosen the second method said students can understand the meaning and differences in form with the Albanian phrases and is more appealing to the needs of learners, it is practical to learn and easy to remember. About 18 have chosen the third method. Students feel comfortable and can understand better. It makes students think and use their knowledge (vocabulary, structure, phrases). Some teachers have chosen more than one strategy, 7 teachers have chosen the first and the third method, 3 the second and the third.

► 24 out of 41 teachers find necessary to translate idioms in Albanian, 10 answered often, 1 never, and 6 usually. (See Chart 2). This happens when there is a low level of pupils in class and in the primary education mostly.

► 24 of the teachers chose idiom translation into Albanian and 17 of them by paraphrasing to the question when do students acquire better an idiom meaning.

► Almost all the teachers found difficult to teach idiomatic language because students cannot grasp the idiom meaning unless it is translated into Albanian, sometimes there is no corresponding idiom in the target language, and they do not make use of them, so they do not feel encouraged to learn idioms. 6 of them do not find idiom teaching difficult.

► According to students they find idioms difficult in their course books. Around 36 find them difficult, 4 easy and 1 very difficult.

► 26 of the teachers have answered 10-20 % the 8th question relating to idiom usage in students' communication activities, 13 find it 40 % and 2 less than 60-70%.

► 26 of the teachers answered: students are interested in learning English idioms, 12 a little, 1 very interested and 2 answered no.

► Some interest was shown by the students to know idiom origin and background 13, 18 a little, 5 no and 2 very interested.

► Concerning the 11 question what do teachers think are the drawbacks and disadvantages of learning idiom through internet, most of them answered: students would not get the right meaning and the presence of the teacher is necessary. A few answered there is no disadvantage since they are provided examples and explanation.

► We have the same ratio =50 % and >80 % to the question how much are students able to use and remember idioms in the learning unit.

► 26 out of 41 teachers answered not very easy to understand idiom explanation and examples in the learning unit, 6 answered easy, 5 very easy, 3 difficult, 1 very difficult.

► 35 (85 %) teachers answered YES to the question if students could make faster progress in the English language learning possessing idiomatic competence, 6 (15 %) answered NO. (See chart 3).

► Regarding the 15th question what are the effects of using translation activities to learn English, most of the teachers shared the opinion that it is a useful activity to enhance students vocabulary; develop listening and speaking skills; necessary to comprehend the meaning of certain linguistic items; remember and produce foreign language; useful for

lighting specific differences between mother tongue and English language; encourage critical thinking; etc. A few answered translation activities might not be suitable for all students' level; students take ready-made meanings; loose the chance to speak and listen in the foreign language; etc. 3 of the teachers gave no answer to this question.

► Referring to the materials teachers use in explaining idiom meaning most of them used games, flashcards, and labels. Almost all used games and flashcards because they are more interesting, attractive to learners (especially young learners); they understand and remember better idiom meaning (long term memory). Some of the teachers varied the materials depending on the topic, module, etc. 3 teachers didn't use because of the lack of material in school.

7.   Overall Discussions and Conclusions

This study aimed at identifying strategies and methods teachers used in the process of L2 learning during idiom teaching based on a data analyzed from a questionnaire. The research seeks to answer the different strategies teachers used in primary and secondary education, and to analyze the role of the target language (Albanian) in class.

Teaching idioms in class has shown to be a difficult task. The study has revealed difficulties in choosing which strategy to teach. This varied on the level of the class. Teachers of primary education find effective translation by using an idiom with similar form and meaning in the target language while teachers of secondary one could use as an alternative method translation by paraphrase. They use it because it expands students vocabulary, develops critical thinking, they can understand better and clearly idiom meaning. Teachers find it useful when there is no equivalent in Albanian. However they tend to use translation into the mother tongue in most of the cases because they are sure all the students of all the levels have understood the idiom properly.

Based on the quantitative data, 59% of the teachers used sometimes Albanian in translating idioms. There is almost the same percentage of students when acquiring better idiom meaning which seems that teachers use almost in the same proportion of paraphrasing and idiom translation into Albanian.

Idioms resulted to be difficult because students do not use them in situational contexts thus not encouraging using them. They find their usage and remembering difficult. Students need teacher's help. They should be given contextual support and many exercises to demonstrate the right usage. It has come to a conclusion that teachers find them difficult to teach because there is no equivalent idiom in the target language and the language is too idiomatic.

Moreover, the lower the grade, the lower the percentages of idiom use. Idiomatic language is used very little due to the lack of necessity and there is a different form and meaning in English and Albanian which makes students difficult to use them.

From the questionnaire statistics 76% of students have shown little interest in knowing idiom origin and background. Most of the teachers were against idiom teaching through internet because of the misunderstanding led from the meanings they read, the necessity of the teacher presence in class; they get inappropriate connotations of meaning and do not interact and put idioms in practice. Some teachers accepted the fact that they use internet as entertainment and not for the learning process. A few of them shared the opposite opinion.

85% of the teachers commented that idioms help improve and increase idiomatic language competence. A few shared a negative answer.

The results of the questionnaire for the effects of using translation activities to learn English support for the idea of acquiring the meaning more easily and use idiom in everyday English, specifying the understanding of idioms. It is necessary to comprehend, remember and produce foreign language while some of the teachers agree with the opposite idea considering the process as threshold to develop their communicative ideas. They suggest these activities for the early beginners and not to be used as a common practice.

The organization of teaching idioms in an English class should take into consideration the usage of some materials to teach the idiom meaning. Games, flashcards, role-plays, and pictures have resulted to be the most useful. They learn easily and put them in the long term memory. It is an easier and faster method for students to acquire and understand through visual perception in partly motivated idioms.

Teachers should use a variety of methods and strategies depending on the topic and module. Mother tongue should be left apart and teach idioms through paraphrasing. This develops their critical thinking, enlarge the vocabulary and make students think in English. Albanian should be used in translating idioms which are highly non-motivated, when there is hard to find any explanation, and when half of the class has not acquired the idiom meaning.

This study intends to be helpful for L2 teachers who encounter difficulties and problems in such idiomatic languages suggesting what methods to use and exactly what strategies do Albanian teachers find useful in the foreign language teaching in primary and secondary schools, fulfilling thus teachers' needs and requirements.

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Online addresses

http://www.teachingenglish.org.uk/language-assistant/teaching-tips/proverbs-idioms>

CHARTS

Chart 1.

Chart 2.

Do you think students can make faster progress in the English language learning possesing idiomatic competence? %
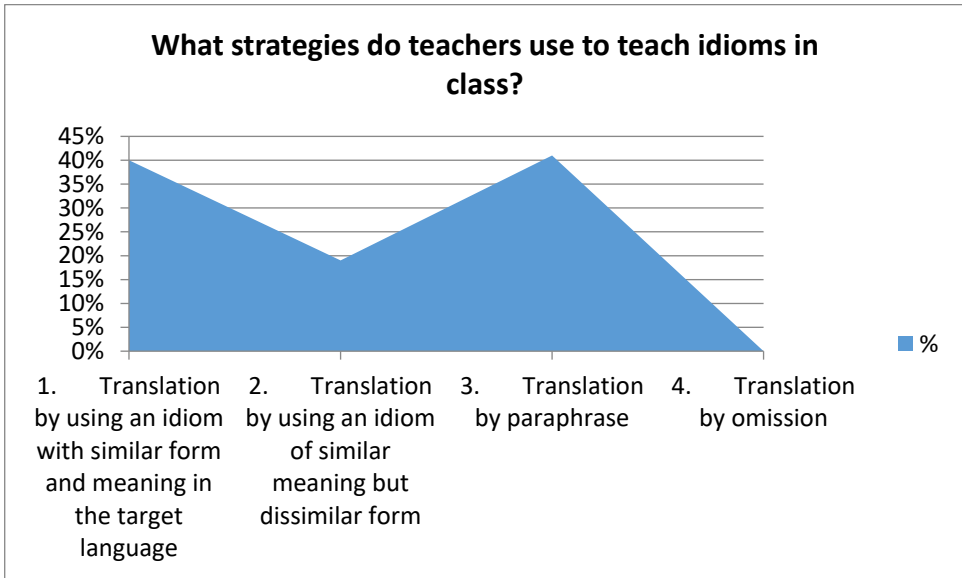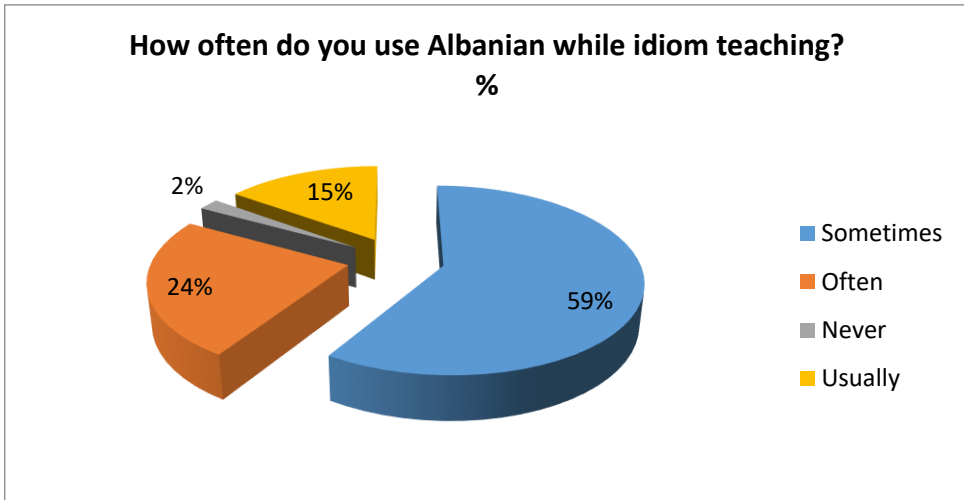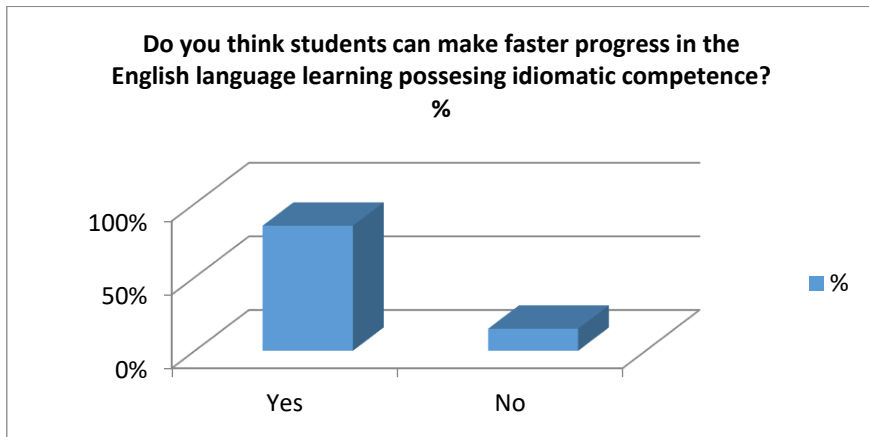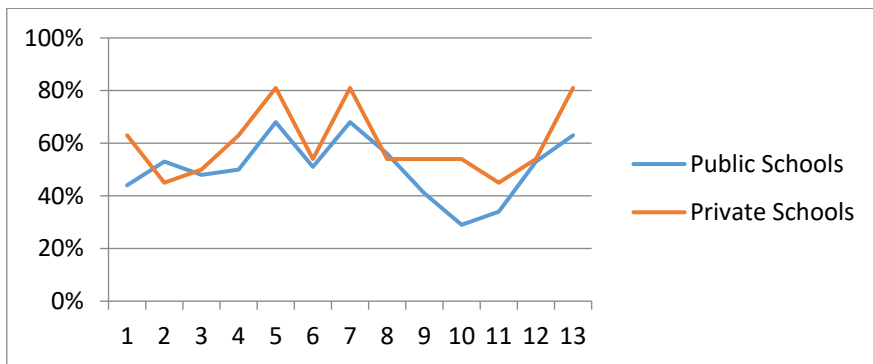
Chart 3.

Chart 4. Primary vs. Public Schools

Table 1.

Questions	Public Schools	Private Schools
Q. 1.	44% answered 1	63% answered 3
Q. 3	53% answered c	45% answered a
Q. 4	48 % answered b	50% a 50% b answer
Q. 5	50% answered a) 50% b) answer	63% answered b
Q.7	68% answered a	81% answered a
Q.8	Answer10 -20%51%	Answer 10-20 %54%
Q.7	68% answered a.	81% answered a.
Q.8	56% answered a.	54% answered a
Q.9	41% answered b.	54% answered b.
Q.10	29% answered b.	54% answered b.
Q.12	34% answered c	45% answered d.
Q.13	53% answered c	54% answered c
Q.14	63% answered a	81% answered a

Appendixes

<u>QUESTIONNARIE</u>

School _____

Private School ☐   **Public school** ☐

Tick the grades you teach   **i) primary** ☐   **ii) secondary** ☐

Question 1. What strategies do you use to teach idioms in class? Why?

1. *Translation by using an idiom with similar form and meaning in the target language*

2. *Translation by using an idiom of similar meaning but dissimilar form*

3. *Translation by paraphrase*

4. Translation by omission

Question 2. Which of the above method(s) and strategies do you find more useful? Why? Support your answer with examples from your experience.

_____

_____

_____

Question 3. Do you find necessary to translate idioms in Albanian while teaching and practicing idiomatic language in class?

a)   Yes   b) No   c) Sometimes   d) often

Question 4. How often do you use your mother tongue (Albanian) in translating idioms?

a)   Sometimes   b) Often

c)   Never   d) usually

Question 5. When do students acquire better an idiom meaning? Why?

a)   By paraphrasing   b) idiom translation into Albanian

Question 6. Do you find idiomatic language difficult to teach? If Yes, why?

_____

_____

_____

_____

Question 7. How do students find idioms in English course books?

a)   Difficult to use and practice   b) easy   c) not interesting   d) very difficult

Question 8. Do they use idiomatic language they have learned in communicative activities? If yes, how often?

a)   10- 20%   b) 40%   c) less than 60-70%

_____

_____

Question 9.   Are students interested in learning English idioms?

a)   No   b) Interested   c) extremely interested   d) very interested   e) little

Question 10. When encountering unfamiliar an English idiom, are students interested to know its origin and background?

a)   No   b) A little   c)Some interest   d) Very interested   e) Extremely interested

Question 11. Compared with traditional classroom learning with textbooks, what do you think are the drawbacks and disadvantages of learning idioms online?

_____

_____

Question 12. How much are students able to use and remember these idioms after learning them?

<10%   <30%   =50%   >80%   >95%

 Question 13. Is it easy to understand the explanation and examples of idioms in the learning unit?

a)   Very easy b) Easy   c) Not very easy   d) Difficult   e) Very difficulty

Question 14. Do you think students could make faster progress in the English language learning possessing idiomatic competence?

a) Yes   b) No

Question 15. What are the effects of using translation activities to learn English?

_____

_____

_____

Question 16. What materials (e.g. images, pictures, flashcards, games) do you use to explain idiom meaning? Which do you find most useful?

_____

_____

Gender Equality – Legal Reality in Albania

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Abstract

The objective for gender equality policy is that women and men must have the same power to shape society and their own lives. While equality is an essential component of the human rights' protection, gender in equalities are still present in our society. One of the most serious violations of gender equality is violence against women. Violence against women is a form of discrimination, which is rooted in gender inequality. According to a study by INSTAT (2007), 27, 6% of women reported that violence had started after marriage. Abused women often were unwilling, to talk openly about domestic violence. in terms of urban versus rural differences, women in rural areas were significantly more likely to "ever" experience domestic violence of all types, compared to women in urban areas. There were also significant differences based on level of education. Women with a primary education were significantly more likely to "ever" experience domestic violence of all types, compared to women with a basic education or less, secondary education, and a university/post-university education. While women with a university/post-university education were least likely to "ever" experience domestic violence of all types, they were not immune to domestic violence in their marriage/intimate relationships simply because they were highly educated. Since 1993, Albania1 is part of Convention "On the Elimination of All Forms of Discrimination against Women" (1981) (CEDAW), in order to prevent gender inequalities, as well as to ensure wisely the protection of women from discrimination in higher levels. Other Albanian legal acts, as The Constitution2 of the Republic of Albania, the law no. 10 221/2010 "On Protection from Discrimination", the law no. 9970/2008 "On gender equality in the society" etc. intend to protect women, to prevent gender discrimination and to ensure gender equality. Albanian National Strategy on Gender Equality and Violence in Family (2011-2015) had also a great importance on setting some levels on gender equality. But unfortunately, gender discrimination and violence against women is still a very widespread phenomenon in Albania. Statistical data reflect a very cruel reality. Women's rights are an integral and indivisible part of fundamental human rights and a real, applicable, legal protection is needed.

Key words – CPD, gender equality, human rights, discrimination, women, law, strategy.

INTRODUCTION

Gender equality is a very essential element, in the framework of human rights' protection. But, the discussion rises to the point if the gender equality is real in Albania and if laws provide effective protection to the Albanian women from gender discrimination and gender inequality. The most painful element of women discrimination is the domestic violence. Domestic violence is a very widespread phenomenon in Albania, not only in rural areas. Albania has enacted a good legal framework, but still women are not equal to men and they still are victims of discrimination. If the legislation is applied correctly then why still gender discrimination and gender inequality is so evident. This paper aims to give an overview of the situation of gender discrimination and gender inequality in Albania, as well as an overview of the legislation that prevent gender inequalities.

FACTS OF GENDER (IN) EQUALITY in ALBANIA.

Statistical data reflect a very cruel reality. Albanian families are still built on the traditional patriarchal organization and a stereotypical understanding of gender role. Domestic violence3 is one form of violence against women that is very widespread in Albania. It is very important to highlight the fact that most of the women that have submitted domestic violence do not report to the competent legal institutions. This phenomenon continues even nowadays to be treated by most of the

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1 Republic of Albania has ratified CEDAW with the law no. 7767/1993.
2 Article18/2 of the Constitution of Republic of Albania foresees:
"…..No one may be unjustly discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic condition, education, social status, or parentage…."
3According to UN Declaration On the Elimination of Violence Against Women provisions, domestic violence is :"any act of gender based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private".

population as a private matter that concerns only to the family, not to the society. Albanian women1 experience domestic violence early in their marriages. One in four women report that domestic violence began in the first year of marriage meanwhile one in two women report that the violence began in the second to third years of marriages. Only about 5 percent of battered women2 in the family denounce violence against them. The only source of information in most cases is the victim, who is not free from the prejudices and stereotypes that exist in society or in the community where she belongs. According to National Domestic Violence Surveys (2007 and 2013), published by Albanian Institute of Statistics (INSTAT), during 2007, 56.0% of Albanian women 15 to 49 years of age reported experiencing domestic violence, while during 2013, 59.4% of Albanian women 18 to 55 years reported the same. 30% of Albanian women and 36 % of men believe a husband is justified to beat up his wife in certain circumstances. Physical violence includes moderate and severe physical violence and violence with a weapon and/or aggravated injuries. 19% of battered Albanian women experience domestic violence injuries such as cuts or bruises, deep wounds, broken bones or teeth, lost consciousness, head and abdominal injuries. 14% of battered Albanian women were unable to perform household work and child care responsibilities or go to work because of domestic violence. Only 8% of battered women3 search for help to stop the domestic violence in their lives. 33% of battered women in European Union sought help for domestic violence from social services and organizations. A recent survey conducted by INSTAT and UNDP found that 59.4% of women have experienced some form of domestic violence in their lifetime, with 53% currently living in a violent relationship. One in four women in Albania are victims of physical and sexual violence, meanwhile one in five women in EU suffer the same. Sexual violence includes being forced to perform sexual intercourse and degrading/humiliating sexual acts. 44% of sexually abused women had sexually transmitted diseases.

Domestic violence affects very negatively even Albanian children as well as one in two Albanian children who are victims of domestic violence search for help. 86% of Albanian children are witness of domestic violence and 58% of them are physically battered by a family member. 43% of Albanian children have problem in school due to domestic violence and 31% of them live in fear do to this kind of violence. As a result of the domestic violence 6% of the children leave home to live with the relatives.

One in two women in Albania is victim of psychological violence; meanwhile two in five women in European Union suffer such violence. Psychological violence includes verbal abuse, psychological threats, controlling behaviors and economic abuse.

Other kinds of gender inequality appear in other forms. So, only 8% of properties in Albania are owned by women. Traditional gender roles and stereotypes prevent women from fully using their competencies and being economically independent. 51% of university graduates are women, but their potential is not fully used in economy. Women represent 41.6% of workforce in Albania, own 27% of businesses and earn 82 % of men's income. Women spent 306 minutes every day in household, meanwhile men spend 47 minutes. Albanian women represent 51% of voters and 31.7% of members in Political Parties, 30% of judges in courts, 24.3% of public Administration Managers and 12.2% in Local Councils.

Albania has approved the gender quota4 at the level 30% for women representation in all public institutions. Unfortunately, indicators that testify to the involvement of women in politics and decision making are such that underline the importance of further progress in this direction. Following the general elections5 of 2013, only 17.1 % of the members of the parliament were women, an improvement if compared with 2005 elections, when the figure was only 7.4%.

LEGAL REALITY in ALBANIA.

Albania has enacted several laws that intend preventing gender inequalities between men and women, as well as providing protection from gender discrimination. in the framework of building a social and democratic state based on the rule of law, and to guarantee the fundamental human rights and freedoms, as well as ensuring gender equality, except domestic laws, Albania has ratified some international Agreements and Conventions. According to the Constitution6,7, the Republic of

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11 National Domestic Violence Surveys (2007 and 2013), published by Albanian Institute of Statistics (INSTAT), pages 38-42.
2National Domestic Violence Surveys (2007-2013), published by Albanian Institute of Statistics (INSTAT), pages 47-56.
3Dr. Robin Haarr, 2013, Stop Domestic Violence in Albania! Act now!
4 Report "Women and girls in local elections" (2012), The Albanian Institute for the Development of Election System (AIESD) and Klea Faniko, PhD, page 7.
5 Women elected in parliamentary elections: 2005 – 7.4%, 2009 – 16.4%, 2013 – 17.1%. Women appointed as ministers in Albanian governments: 2005 – 6.6%, 2009 – 7.1%, 2013 – 30 %.
6In Article 5, of the Constitution of Albania is foreseen: "The Republic of Albania applies international law that is binding upon it".
7In Article 121, of the Constitution of Albania is foreseen :

Albania applies International law that is binding upon it. According to the article1122/1/2 of the Constitution, ratified international agreements constitute part of the internal legal system and international agreements ratified by law have priority over the laws of the country that are incompatible with it. The norms2 issued by an international organization have priority, in case of conflict, over the law of the country when the direct application of the norms issued by the organization is expressly contemplated in the agreement ratified by the Republic of Albania for participation therein.

In addition to the national legislation, Albania has ratified a number of international acts during the period 2003-2006, which intend to eliminate discrimination against women. Some of these international instruments are listed below:

Protocol No. 12 of the European Convention "On Protection of Fundamental Human Rights", ratified by law No. 9264, dated 29.07.2004, the focus of which is the prohibition of discrimination in general.

Optional Protocol of the Convention "Against Severe Inhuman or Degrading Torture and Treatment", ratified by law No. 9094, dated 27.03.2003;

European Convention "On compensation of Victims of Violent Crimes", ratified by law 9094, dated 29.07.2004;

Convention of the European Council "On measures against Trafficking of human Beings", ratified by Law No. 9642, dated 20.11.2006.

Albania is part of Convention3 "On the Elimination of All Forms of Discrimination against Women" (1981) (CEDAW), in order to prevent gender inequalities, as well as to ensure wisely the protection of women from discrimination in higher levels. The Convention touched upon a very important issue of advancement of women by recognizing4 that violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.

Other Albanian legal acts, intend to protect women, to prevent gender discrimination and to ensure gender equality. Based on their hierarchy, Constitution of the Republic of Albania has a provision under the article 18/2, where is foreseen that no one may be unjustly discriminated against for reasons such as gender, race, religion, ethnicity, language, political, religious or philosophical beliefs, economic condition, education, social status, or parentage. At this context, an important role has even the law no. 9062/2003 "On the Family Code of the Republic of Albania" that announced equality5 of spouses in relation to each-other and in relation to their children. The new Family Code was adopted after several years of extensive work through Law no. 9062/2003. in the definition of the marriage, the Family Code states the moral and legal parity of spouses as a basic important life principle. Likewise, it is worth pointing out that the Albanian legislation addresses the violence on gender grounds in particular, including domestic violence.

"The ratification and denunciation of international agreements by the Republic of Albania
is done by law when they involve:
a. territory, peace, alliances, political and military issues;
b. human rights and freedoms, and obligations of citizens as provided in the Constitution;
c. the membership of the Republic of Albania in international organizations;
ç. the assumption of financial obligations by the Republic of Albania;
d. the approval, amendment or repeal of laws.
2. The Assembly may, by a majority of all its members, ratify other international
Agreements that are not contemplated in paragraph 1 of this article.
3. The Prime Minister notifies the Assembly whenever the Council of Ministers signs an International agreement that is not ratified by law.
4. The principles and procedures for ratification and denunciation of international agreements are provided by law".
1 in Article 122/1 of the Constitution of Republic of Albania is foreseen: "Any ratified international agreement constitutes part of the internal legal system after it is published in the Official Journal of the Republic of Albania. It is directly applicable, except when it is not self-executing and its application requires the adoption of a law………".
2See the Article 122/3 of the Constitution of the Republic of Albania.
3 Albanian Parliament has ratified the CEDAW with the law no. 7767/1993.
4Dizdari–Zeneli D., (2013) Human rights, Discrimination and Gender Equality Issues in the Albanian News Media – An Analysis, pg. 8.
5 in article 1 of the law no. 9062/2003 "The Family Code" is foreseen: "Marriage, as a legal cohabitation, is founded on the moral and legal equality of the spouses, in the mutual sentiment of love, respect and understanding, as the basis of unity in the family. Marriage and family enjoy special protection from the state".

The law no. 8116 /1996 "On the Civil Procedural Code of the Republic of Albania" (amended), also provides for the binding obligation of having equal and same regulations for adjudicating civil disputes related to it, without conditioning the enforcement of these regulations for individuals, on the basis of gender, age, ethnicity or race.

The law no. 7859 /1994 "On the Civil Code of the Republic of Albania" (amended), provides1 for every natural person, who enjoys full and equal capacity, to have civil rights and obligations within the limits provides for by the law, without conditioning the enjoyment of civil rights, due to ethnic belonging or social origin, and without providing for special preferences based on gender, race, color, sex, age or faith.

The law no. 8485 /1999 "On the Code of Administrative Procedures of the Republic of Albania", which is binding for all the public administration bodies, during the exercise of their functions through individual acts, sanctions the general administrative activity principles, like legality, protection of public interest and privacy rights, access to official documentation, accountability, justice and objectivity, impartiality, parity2 and proportionality. The Code of Administrative Procedures

Article 9 of the law no.7961/1995 "On the Albanian Labour Code of the Republic of Albania" (amended), prohibits discrimination3 in employment on grounds of race, skin, colour, sex, age, religion, political beliefs, nationality, social origin, family relations or physical or mental disabilities. Discrimination may be sanctioned in virtue of the respective provisions, at the maximum limit of up to 50 monthly minimum wages.

Law no. 7895 /1995 "Criminal Code of the Republic of Albania" (amended). Further amendments to the Criminal Code of 1995 have introduced specific offences with increased sanctions against trafficking of human beings, domestic violence, stalking, marital rape violation of protection orders, child abuse and neglect, etc.

The adoption of law no. 9970/2008 "On gender equality in society" marked a positive step in drafting the new legislation on gender equality. This law regulates4 fundamental issues of gender equality in public life, the protection and equal treatment of women and men with regards to equal chances and opportunities for the exercise of their rights, as well as their participation and contribution in the advancement of all social spheres. This law5 is based on the principle of equality and non-discrimination, and other principles sanctioned by the Constitution of the Republic of Albania, by the Convention "On the Elimination of all Forms of Discrimination against Women", and by all other international acts ratified by the Republic of Albania.

The main purposes of this law are the protection of citizens from any form of discrimination made because of gender and the guarantee of equal possibilities and opportunities for men and women to achieve the highest standards in the field of gender parity. This shall be achieved especially through the improvement of functions in the field of gender parity which this law will complete and by strengthening the institutional mechanisms that will implement the deriving legal framework. The law introduces new definitions such as the ones on gender discriminations, gender integration and percentages and it gives a fuller definition on sexual harassment in the working place and other harassments.

One of the most important legal acts enacted from the Albanian parliament is the Law no. 10 221/2010 "On Protection from Discrimination", that regulates the implementation6 of and respect for the principle of equality in connection with gender, race, colour, ethnicity, language, gender identity, sexual orientation, political, religious or philosophical beliefs, economic, education or social situation, pregnancy, parentage, parental responsibility, age, family or marital condition, civil status, residence, health status, genetic predispositions, disability, affiliation with a particular group or for any other reason.

The law no. 10 221/2010 is fully approximated with four EU Directives as listed below:

32000L0043, Council Directive 2000/43/EC of 29 June 2000 "On the principle of equal treatment between persons irrespective of racial or ethnic origin".

32000L0078, Council Directive 2000/78/EC of 27 November 2000 "Establishing a general framework for equal treatment in employment and occupation".

32004L0113, Council Directive 2004/113/EC of 13 December 2004 "Implementing the principle of equal treatment between men and women in the access to and supply of goods and services".

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1 See Article 1 of the law no. 7850 /1994 "On the Civil Code of the Republic of Albania" (amended).
2 See Article 11 of the law no. 8485 /1999 "On the Code of Administrative Procedures of the Republic of Albania".
3 See Article 9 of the law no.7961/1995 "On the Albanian Labour Code of the Republic of Albania" (amended).
4 See Article 1 of the law no. 9970/2008 "On gender equality in society".
5 See Article 3/1 of the law no. 9970/2008 "On gender equality in society".
6 See Article 1 of the law no. 10 221/2010 "On Protection from Discrimination".

32006L0054, Directive of the European Parliament and of the Council 2006/54/KE of 5 July 2006 "On the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation".

This law provided for the establishment of the Commissioner1 for Protection from Discrimination, a public oversight mechanism for different grounds of discrimination, including sex, gender identity, pregnancy, parental responsibility, etc. From an institutional point of view the establishment of the office of the Commissioner for Protection from Discrimination as the guardian of effective protection from discrimination and every conduct that encourages discrimination is an important step forward.

Both the above-mentioned laws are considered to lay the foundation of a society free from discrimination and where gender equality is ensured.

Other important laws that aim the protection of women as well as providing gender equality are the Law no. 8876/2002 "On reproductive health" (amended), stipulates2 that every woman shall decide on her own free will and without any form of discrimination, pressure, or violence all issues related to her own sexuality and sexual and reproductive health and the Law no. 9669/2006 "On measures against violence in family relations" (amended) included3 solid definitions of domestic violence and family members. It mandated a series of public authorities with competences and duties to respond to cases as well as provided for the issuance of court protection (stay away) orders against perpetrators.

Most of above-mentioned laws are further detailed with policy objectives and action points contained in the cross-cutting National Strategy on Gender Equality and Eradication of Gender Based and Domestic Violence (2011-2015) a revised and improved version of the National Strategy on Gender Equality and Eradication of Domestic Violence (2007-2010). Different strategies and policy documents as the Strategy on Property Rights of the Ministry of Justice, as well as the Strategy on Sexual and Reproductive Health are implemented in Albania. These strategies intend to address women's rights and respond to inequalities.

All the above mentioned laws are applied in Albania and aim ensuring gender equality and protection of women and children from discrimination. A lot of initiatives have been launched in Albania to prevent and fight against domestic violence against women and children, as well as other forms of discrimination, ranging from better laws and policy frameworks to extensive capacity building investments, increased responsibility of perpetrators, development in some areas of inter-disciplinary response and referral mechanisms. Times to times, constant public awareness activities are organized by different Albanian and foreign organizations.

The Council of Ministers4 is viewed as the most central body approving National Strategies on Gender Equality and ensuring gender mainstream in legislation. in this context, even the National Council of Gender Equality is another important structure. It is an inter-ministerial advisory body that also comprises representatives of civil society.

Another important institution, as the Commissioner for Protection from Discrimination has contributed in gender discrimination issues. There are different cases where women have complained against public administration, private subjects as well as individuals for gender discrimination. But, the number of complaints is low. During, 2010-2013 only 9 complaints5 for gender discrimination are presented to the Commissioner's Office. Law no. 10 221/2010 "On Protection from Discrimination" provides a real protection from gender discrimination, as well as from other forms of discrimination. But, the fact is that very often gender discrimination is accepted by women, as something normal and they refuse to report it to CPD6.

CONCLUSIONS

Albanian patriarchal mentality regarding gender equality has to change, but that's not too easy. It needs the implementation of appropriate, effective policies and laws. To enhance gender equality, Albanian authorities need to invest more in policies

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1 in article 21, of the law no. 10 221/2010 "On Protection from Discrimination" is foreseen :
"1.The Commissioner for Protection from Discrimination, below the commissioner, assures the effective protection from discrimination and from every other form of conduct that incites discrimination. The commissioner is a public legal person.
2. The commissioner is supported by the Office of the Commissioner for Protection from Discrimination (office). The office has its personnel and necessary equipment to support the commissioner in fulfilling the duties assigned by law…….".
2See Article 6 of the Law no. 8876/2002 "On reproductive health" (amended).
3See Articles 3-8 of the law no. 9669/2006 "On measures against violence in family relations" (amended)
4Source: The Council of Ministers of the Republic of Albania, http://www.keshilliministrave.al/
5 See Commissioner's Annual Reports of 2010, 2011, 2012 and 2013.
6Commissioner for Protection from Discrimination.

that promote equal participation of women and men in society and family. Albania has enacted a good legislation that provides protection from gender inequality, but it has to be applied simultaneously with the right policies as well as with further awareness campaigns. It is important to add that the above-mentioned legal provisions at the political and institutional level need to be translated into concrete actions and results in Albanian society. On the other hand, further improvement of public services will encourage more women to search for help in Albania.

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Law no. 10 221/2010 "On Protection from Discrimination"

Commissioner's Annual Reports of 2010, 2011, 2012 and 2013.

IMPACT OF EDUCATIONAL LEADERSHIP STYLES ON JOB TEACHERS STRESS

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Abstract

During the school management, it is very important to have an effective school but more important is to use the right styles according to health safety and high outcomes. The leadership is a wide concept in general way and a specific one according to the education and school too. The tradition of school leadership is new in Albania. The education leadership in the new Albanian context request establishing of school leadership. The knowledge and application of contemporary education leadership it is obligatory for improvement and raising effectively to Albanian school. This study is focus in the influence of educational leadership styles in the job teachers stress and satisfaction. The research question is: what is the best and right education leadership style need to be applied in Albanian school. The research method is a quantities and qualitative way through the questionnaires, semi and structures interviews. The conclusion is that no all the educational leadership styles that are effective ones, are the right educational leadership styles. This conclusion brings the need to be selected the educational organizational theories for an effective school through the right educational leadership styles.

Key words: leadership style, education, stress, satisfaction, effective school.

1.1 Introduction

The development of education in Albania has gone growing and expanding from year to year. After 90 years, the development of education has faced new challenges in terms of improving programs, teaching methods as well as the continued growth of not only the students who attend secondary school, but also universities. Such an education, mass appeal seeks a more effective based on theories and best practices of the western world. Therefore the aim of this study is to identify the impact of school leadership styles and styles promote more effective in managing the impact of which school is low in teacher stress and also increase job satisfaction of teachers.

The objectives of this study are to: Identify the best styles of school leadership that have the lowest impact on job stress in teachers and those who increase their job satisfaction.

- Identify leadership styles of school leaders through the teacher's view.

- Identify the level of stress among teachers

- To identify whether there is a significant connection between the leadership styles of leaders and teacher stress.

- Identify the level of satisfaction of teachers

- To identify whether there is a significant connection between the leadership styles of leaders and teacher satisfaction.

In this study we pay attention to a state psychological stress and physical health damage for which recently received the deserved attention and has attracted attention. Identify stressors in the work of teachers.

Stressor is what makes possible the occurrence of stress.

Precisely in this study we have obtained a numerous studies that need to be made concerning it, it's just related to the impact of leadership styles school.

The state of stress affects the health of teachers but also affects the job performance of teachers.

Likewise, job satisfaction of teachers has its importance as the health of teachers and the performance of his work.

There is a clear correlation between stress and job satisfaction of teachers and both of these effects on the efficiency of the work of teachers.

Recognition of the impact of school leadership styles in stress and job satisfaction of teachers would make it possible to avoid the negative impact styles and promoting them as a positive impact on the health of teachers and the effectiveness of the work of teachers in the school.

2. Literature review

2.1 Introduction

In this session we will first consider an overview of the basic styles of leadership, the concept of leadership in organizational theory and the differences between management and leadership and then consider the aspects of leadership that appear to be particularly relevant to an international educational environment. These include:

- the importance of vision;
- the benefits of transformational leadership;
- placing the education of pupils and students at the forefront of planning and managing;
- the moral or ethical dimension of leadership in education;
- the increasing autonomy of schools and colleges in some countries, placing new and different responsibilities on educational leaders;
- gender and leadership, particularly as qualities of leadership are generally identified with the male (Schein, 1994).

Transformational and transactional leadership

The principal who practices transformational leadership is not relying only on his or her personal charisma or a series of leadership functions, but is attempting to empower staff and share leadership functions. Transformational leadership may be contrasted with transactional leadership which is:

> based on an exchange of services (from a teacher, for example) for various kinds of rewards (salary recognition, and intrinsic rewards) that the leader controls, at least in part. (Leithwood, 1992, p. 69)

However, Bass and Avolio (1994) offer a two factor theory of leadership where transformational leadership may exist alongside transactional leadership, which is seen to be central in maintaining the organization and ensuring that the normal course of events run smoothly. Transformational leadership is specifically linked with the notion of improvement. Bass and Avolio (1994) state that transformational leadership is seen when leaders:

- 'stimulate interest among colleagues and followers to view their work from new perspectives,

- generate awareness of the mission or vision of the team and organization,

- develop colleagues and followers to higher levels of ability and potential, and

- motivate colleagues and followers to look beyond their own interests toward those that will benefit the group.'

   (Bass and Avolio, 1994, p. 2)

Alternatively, they refer to transformational leadership as the four i's:

1. Idealised influence, leaders are seen as role models for others;

2. Inspirational motivation;

3. Intellectual stimulation;

4. Individualised consideration, including leaders acting as coach or mentor to individuals in the institution.

As indicated above, leadership is situational, i.e. leaders may exhibit different styles and aspects of leadership depending on the specific context within which they are operating. However, those leaders who display, what is termed, 'an optimal leadership profile' exhibit transformational leadership and back up their transactional leadership with positive reinforcement and reward rather than correction. Bass and Avolio (1994) found that research undertaken in all walks of life indicated that transformational leaders:

> 'were more effective and satisfying as leaders than transactional leaders, although the best of leaders frequently do some of the latter but more of the former.' (ibid., pp. 5-6)

Studies in educational institutions have indicated that transformational leaders appear to be: 'in continuous pursuit of three fundamental goals:

1) helping staff members develop and maintain a collaborative, professional school culture;

2) fostering teacher development; and

3) helping them solve problems together more effectively.' (Leithwood, 1992, pp. 69 – 70)

Burns (1978) is credited with first identifying transformational leadership. He does not endorse the two-factor theory of leadership, but rather considers transformational leadership to be at the opposite end of the spectrum from transactional leadership. This represents a very different view of transformational leadership to the two-factor theory of leadership, where transformational and transactional leadership may be identified in a single person (Bass and Avolio, 1994).

Conclusions about transformational leadership are drawn from a wide range of studies, both quantitative and qualitative, but Leithwood et al (1996) note that there are positive effects associated with several identified forms of leadership in education.

2.3. Stress

Psychological or biological stress (wikipedia 2014) is a response of the body to stress shktarëve as an environmental condition or incentive. Stress is the body's reaction methods to challenge stressors. In accordance with stressful events, how the body respond to stress by activating the sympathetic nervous system which results in response to the war effort.

In humans, stress usually reveals a negative or a positive condition that may have an impact on a person's mental or physical welfare of his.

Three general ways to answer (response) to stress are:

- Explosive

- Withdrawn, lonely

- Chilled, frozen, unresponsive with no response.

3. Methodology

In this study we used quantitative and qualitative methods of research. Through structured interviews and semi-structured data are derived empirically that were analyzed. This study population consists of middle school teacher of 9 years. 30 teachers were interviewed. Through interviews is intended to identify the leadership style of management, the impact of

their actions on teacher stress and stress doing overall situation of teachers. During the interview was aimed to identify other factors influencing the stress of teachers to determine whether the stress comes from the leadership style or other factors to be as accurate on the impact of leadership.

Questionnaires were made simultaneously at about 100 teachers who have voiced their opinion regarding the impact of leadership in their stress developed in 10 schools. In each school were 10 questionnaires and interviews Random 3.

Also become a document study of training and experience of current directors to see the correlation between experience, training and leadership style that uses school leader.

4. Data Analysis

Stress has been described by the HSE as "the adverse reaction people have to excessive pressure or other types of demand placed upon them". Although stress itself is not a disease, it is recognised that excessive or prolonged stress can be a cause of mental and physical illness.

HSE research has found that one in five people – an estimated 5 million workers – is 'very' or 'extremely' stressed at work, and that stress, anxiety and depression nationally lead to more than 13 and a half million lost working days each year. The International Labour Organisation has estimated that the cost of stress to the British economy amounts to over ten per cent of its Gross National Product (GNP).

Studies into the extent of work-related stress in Britain have consistently found that teachers are amongst the most stressed workers in Britain.

HSE research in 2000 found teaching to be the most stressful profession in the UK, with 41.5% of teachers reporting themselves as 'highly stressed'.

In 2003 a study undertaken by the Schools Advisory Service, the largest independent provider of teacher absence insurance in the UK, showed that one in three teachers took sick leave in the previous year as a result of work-related stress.

A survey on occupational stress, published in the Journal of Managerial Psychology in 2005, ranked teaching as the second most stressful job out of 26 occupations analysed, with only ambulance drivers exceeding the stress levels found in the teaching profession.

According to the Office for National Statistics, there was an 80 per cent increase in the number of teachers committing suicide between 2008 (35 teachers) and 2009 (63 teachers). These figures demonstrated that instances of suicide for teachers were 30-40 per cent higher than the national average for all occupations. Although it may not always be possible to demonstrate a direct causal link between the stresses of teaching and such tragedies, evidence suggests that stressors such as Ofsted inspections have been connected to teacher suicides in recent years.

In April 2009, Teachers TV surveyed 1000 teachers and found that more than half had considered leaving the profession because of stress. Meanwhile, a survey of teachers conducted by the NUT and others in 2010 found that 81.2 per cent experienced stress, anxiety or depression at work.

THE CAUSES OF TEACHER STRESS

Research evidence has shown that the main sources of the current high levels of teacher stress include:

- excessive workload and working hours – often exacerbated by a surfeit of government 'initiatives';
- poor pupil behaviour, which itself is often compounded by issues such as large class sizes;
- pressures of assessment targets and inspections;
- management bullying; and
- lack of professional opportunities.

A study, commissioned by the NUT in 2004, and undertaken by professors Galton and MacBeath of Cambridge University, suggested that pupil indiscipline is the prime obstacle to securing improvements to teachers' lives. This lends support to

the view that initiatives to reform the school workforce will only succeed in reducing teacher stress if they are fully integrated into a comprehensive range of measures which address all the root causes of stress in the teaching profession.

According to research for the TSN has indicated that the most common causes of teacher stress are, in order:

- excessive workload (causing stress symptoms in some 40 per cent of teachers);
- aggression from pupils or parents (30 per cent of teachers);
- Ofsted/Estyn (over 20 per cent of teachers); and
- conflict with managers or colleagues (almost 15 per cent of teachers).

Similarly, a 2008 TSN survey of teachers who had resigned or were considering resignation found that, of those whose decisions were motivated by school-based issues:

- 69 per cent blamed work-life balance/workload as a contributing factor;
- 47 per cent cited pupil indiscipline;
- 47 per cent referred to bullying by management; and
- 40 per cent identified lack of career progression.

Associated with this study (in Albania) by surveying and interviewing 100 teachers of 30 other teachers are in the schools, showed that:

75% of teachers reported that they have stress in their work, which indicates that this job is very stressful profession in general. 57% of teachers said they would leave the profession if they could find another job. Statistics 60% of teachers have received report mjekso for 1-3 days to not go to work to relax. 40% of teachers do not want to over work to meet with the school principal. 58% of respondents state that during discussions with the principal issues remain worried after this discussion. 70% of teachers state that they are not clear about the work they do whether you like it or not their leaders. 90% of teachers declare that all instructions, orders and information received from the director himself, and 10% claim to receive from other persons specified in the management structure of the school.

93% of teachers do not understand the level of their peer evaluation by department evaluation reports but indirect way of opinion and colleague to colleague. During their 85 teachers have experienced stress, anxiety or depression.

The data show that 70% of leadership styles that are used 30% authoritarian and democratic laiser-all.

The influence of these styles is directly in teacher stress at work. From the study it is clear that anyone who did not exercise authoritative leadership recognition and qualifications for school administration, lack of experience or a bad experience embedded in the way and the school leadership styles.

No contemporary management theories recognize that not only create job satisfaction of teachers, reduce stress levels but also increase teachers' job performance and enhance the quality of school and student results we.

5. Conclusions

Data show that school leadership styles have an impact on stress and job satisfaction of teachers. Authoritarian leadership gives a positive impact on teachers' work stress and gives negatativ impact on job satisfaction of teachers. Transformative Leadership gives negative impact on job stress and gives teachers a positive impact.

Employees health teacher is very important due to the application not knowing Nail contemporary styles of leadership should not be charged aggravated health and cost burdens of society.

In conclusion it appears that not all styles are effective school leadership styles appropriate to be applied by teachers in schools. This conclusion necessitates the selection of organizational theories for an effective school education through the application of appropriate leadership styles of school.

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Nationalism in Multi-Religious Nations: The Albanian and the United States Case

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Abstract

The aim of this study is to demonstrate that a nation can be created even if its members belong to different religious beliefs. The common religion is a component of nationalism. It plays a role in the consolidation of the shared identity of the members of its nation, so, in the consolidation of the nation itself. Many (or more or less all) nation states have no more than one religion which has supported the consolidation of their national identity. In fact there are few cases in which the members of a nation belong to diverse religious beliefs and almost no study has been focused on this subject. This essay is focused in the formation of the Albanian nation whose members belong to diverse religious beliefs. It studies the way in which Albanian nation took shape even though its members belonged to diverse religious beliefs. There were two ways which brought to the complete consolidation of the Albanian nation. The first one was the negligence toward different religious beliefs that Albanian patriots embodied to the members of their nation, and the second is the role its elites and the state played in the consolidation of the Albanian nation. The conclusions drawn from this case study are that the formation of Albanian nation required negligence toward different existing religious beliefs as well as their self-government in order to make them really Albanian. In other words, the consolidation of the Albanian nation was achieved because Albanians placed nationalism beyond religious beliefs and feelings. The Albanian case is supported by scholars' conclusions about the American nation –which is made of members belonging to different religions- who consider nationalism in the United States as "the most powerful religion in the United States" [Marvin C. & Ingle D. 1996]; a sentence perfectly suited for Albanian nationalism.

Keywords: Nation, religion, identity, Albania.

Introduction

Primordialists consider the common religion as a component of nationalism jointly with common language, origin, enemy, territory and culture. The common religion of the members of a nation, or nation state, contributes to the national unity because of the shared identity it embodies to its members, creating a common bond among the members of the nation in support of their national identity, contributing thus to the national unity.

The emergence of Albanian nationalism became evident in the 19th century - almost one century after the birth of nationalism in Europe- with the decline of the Ottoman Empire. The fell of Ottoman Empire stimulated Albanians and Kosovars to join their forces against Ottomans and Serbs and they founded the League of Prizren in 1878. Their unification induced by their common enemy, language, culture and origin showed that they constituted a nation; a nation which endeavored to create its nation state, but, the common religion, which would bind its people and would enforce the shared identity of Albanians, was missing. It was a nation with diverse religious beliefs which could not assist in the full consolidation of Albanian nationalism. Albania had many religious communities -Orthodox, Muslims, Bektashi, and Christian- which, though in the form of multiple identities, identified Albanians as Orthodox, Muslim, Bektashi, Christian and Albanians simultaneously. What's more, these religious beliefs were subordinated from abroad. The identity they embodied was not absolutely national.

In order to encourage the spirit of nationalism, the patriots of the Albanian Resurrection (1830-1912) induced a kind of disregard toward the different existing religious to Albanians, because diverse religious beliefs would only separate and demarcate Albanians and would not identify them as totally Albanians [Prifti, ,1993, 7-8]. The famous Albanian patriot of that time Pashko Vasa wrote "Do not see mosques and churches, the religion of Albanians is being Albanian". These words not only induced a kind of disregard toward religions (neglected religion) but, in the same time, they locate the spirit of nationalism beyond religious beliefs.

Marvin C. and Ingle D. [1996] convey the same ideas about the United States' nation: "we contend that nationalism is the most powerful religion in the United States, and perhaps in many other countries. Structurally speaking, nationalism mirrors sectarian belief systems such as Christianity, Judaism, Islam and others that are more conventionally labeled as religious. It happens that nationalism also satisfies many traditional definitions of religion, but citizens of nation-states have

religious reasons for denying it…Some citizens openly speak of the American flag as sacred. Can we disregard the impassioned testimony of others that it is not, and neither is the nation it represents?".

As a valuation of their article Hawking S. [2013] concludes that "the religion of which they speak is American nationalism". Hawking S. [2013] equalizes religions in the United States with nationalism and moves forward Marvin's C. and Ingle's D. [1996] thoughts by creating his list of similarities between religious beliefs and American nationalism:

""God = United States of America

Sacred Texts = Constitution/Declaration of Independence

Exegetical Texts = Laws/Gettysburg Address

Sacred Ritual Object = Flag'' [Hawking S. 2013]

Although Marvin C. and Ingle D. [1996] in their article speak exclusively about the United States, and do not mention other nations like the Albanian one which has embodied the same principles and ideas about nationalism, reach a generalization which unquestionably is relevant for other nations: "Although our examples come mostly from the United States and its majority sectarian faith, and although generalization is risky, the principles we describe are broadly applicable to other enduring groups, defined as groups for which members are willing to give their lives".

Further than the case of the United States' citizens, who may be considered to have equalized (and not replaced) nationalism with religion, Albanians in reality neglect religions or even may be considered as atheists. In a way, it seems that nationalism has partly replaced religion; as "long-dominant modernizationist arguments, emphasizing socioeconomic modernity (Gellner 1983, Deutsch 1953), political modernity (Breuilly 1994, Tilly 1996, Hechter 2000), or cultural modernity (Anderson 1991)" [Brubaker Rogers 2011, 22] saw or considered it. The reasons for their negligence toward religions may be many- as the denial of the religious believes during the communist period for example - and this negligence may require a specific study, but, indisputably, one of the reasons is the spirit of nationalism which was able to overshadow or "mirror sectarian belief systems such as Christianity, (Orthodox), Islam and others that are more conventionally labeled as religious" [Marvin C. and Ingle D. 1996]; a nationalist sense embodied by Albanian patriots of the period 1839-1912 and so willingly actualized by Albanians.

Another effort of Albanian patriots of the period 1839-1912 was to make the Albanian Religions self-governing. Many of them like Petro Nini Luarasi, Naum Veqilharxhi, Papa Kristo Negovani, At Stath Melani, were killed by Greek chauvinists in their efforts to create The Albanian Autocephalous Orthodox Church (Kisha Ortodokse Autoqefale Shqiptare). Later on, Fan Noli succeeded to create The Albanian Autocephalous Orthodox Church in United States, although not legal in Albania, during his years in exile there and was ordained its priest.

The declaration of the Albanian independence in 1912 and the subsequent foundation of the Albanian State brought the possibility for the realization of many ideas and thoughts of its patriots. The existence of the Albanian state would facilitate, accelerate, and enforce the consolidation process of its nation, but, the newly born Albanian State was weak and fragile. The consolidation of the Albanian State was reached during the years 1920- 1939. More generally, the beginning of the 20th century marks essential historical, religious and cultural changes of Albania.

The Congress held in Berat in 1922 by Albanian patriots founded the KOASH (Kisha Ortodokse Autoqefale Shqiptare) Albanian Autocephalous Orthodox Church. The outcome of this Congress was the independence of the Albanian Orthodox Church from the Greek Patriarchate. The Muslim Congress of Albanians held in 1923, the first Muslim Congress of Albanians, declared the Albanian Muslim branch independent from Shaykh-ul-Islam. These events were followed by many other changes like the removal or the ban of the veil (a Muslim tradition) and the reduction in the number of the mosques [Moroco dela Roka, R 1994].

These changes were hosted with magnificent ceremonies by the people in many Albanian cities. We can mention the most welcomed Congress, that of Berat, which founded the KOASH (Kisha Ortodokse Autoqefale Shqiptare) Albanian Autocephalous Orthodox Church. The days of the Congress works were filled with organized ceremonies held by Albanian Orthodox collectively with members of other religious beliefs. These ceremonies took place not only in Berat but in all cities and villages, mostly of the southern Albania. The Congress received many congratulating letters from all cities of the country (Shkodra, Tirana, Berati, Lushnja, Gjrokastra, Vlora, Kavaja ect.). In one of these letters was emphasized the spirit of nationalism that was granted to the Orthodox Church by this Congress [Naska, K. 1993, 17-18].

The result of these changes was the complete independence of Albania as well as the consolidation of Albanian identity. Albanians felt as members of one community. For the first time they felt as members of Albanian religion, though they belonged to different religious groups. This way religion –though divided in many religious beliefs- assisted in the

consolidation of the Albanian national identity as well as in the consolidation of the common culture. The consolidation of the Albanian nation became possible though its members belonged to diverse religious beliefs.

The complete consolidation of the Albanian nationalism required the negligence toward different religious beliefs as well as their independence; making different Albanian religions really Albanian capable of embodying the Albanian identity in the foreground. The negligence toward different religious beliefs made possible for nationalism to replace religious feelings. The independence of Albanian religions, on the other hand, assisted in the total consolidation of the Albanian nationalism.

As a conclusion we can maintain that a nation can be consolidated even in the absence of a common religion. Though the emergence of Albanian nationalism became evident only in the 19th century - almost one century after the birth of nationalism in Europe- and although it was a multi-religions nation, its consolidation was in actual fact successful and we can even argue that it was the nation itself which endeavored to create its state till this became reality in 1912. The Albanian case demonstrates that if the emotional bond and mobilization of a group is obvious, "groups for which members are willing to give their lives" [Marvin C. & Ingle D. 1996], the common religion is not an indispensible component. Furthermore, nationalism can even replace different religious beliefs; or, as the case of United States demonstrates, nationalism can be equalized with religious feeling and even be considered as the most powerful religion. Form these two cases –United States and Albania- we can conclude that the consolidation of a multi-religions nation is possible in both cases 1) when members have a common origin and history as in the case of Albania, 2) when its members do not share a common origin, as in the case of United States. Therefore, the common religion and the common origin (as the case of United States demonstrates) are not indispensible components or elements of nationalism. The view in this conclusion is that, as constructivists argue, nations are imagined and can be engineered [Anderson, B. 1991].

The consolidation of the nation in the absence of a common religion, and even in the absence of a common origin as in the case of United States, argues for the acknowledged power of the emotional mobilization of a group (nation) [Smith 1991, 176], or as Marvin C. & Ingle D. [1996] describe it "groups for which members are willing to give their lives"; an emotional appeal which is capable to equalize religion with the nation or to replace religions by nationalism when its existence is jeopardized.

Method

The major method used is the comparative politics. This method compares two cases by highlighting the similarities between them. The similarities between the two cases can be easily inferred, and even are at all times true, for generalizations. In the end, this essay reaches a generalization which is in accordance with Marvin's and Ingle's [1996] generalization.

The case study method coupled with analyses has been used in order to compare the two cases. I have also used the top bottom as well as the bottom up approaches. The top bottom approach is to analyze how the state or patriots influenced and assisted in the consolidation of Albanian nationalism. The bottom up approach is to analyze how the people itself responded to the proclamations of their elites and patriots.

Findings

The major finding/generalization reached is that a nation can be consolidated even its members belong to different religious beliefs; as the two cases demonstrate. The condition for this has been the emotional mobilization of the group (nation) [Smith 1991, 176], or as Marvin C. & Ingle D. [1996] describe it: "groups for which members are willing to give their lives". When the emotional mobilization is obvious, as the Albanians demonstrated in the League of Prizren founded in 1878, nationalism can replace and overshadow religions. I used the word 'consolidate' for the Albanian case because the Albanian nation, in some way, had began to take shape even prior to 1878, but, the United States' case –which does not have an inherited nation as Albania- leads to the conclusion/generalization that a nation can be 'created' even if its members belong to different religious beliefs.

Discussion

The formation of Albanian nation leads to two different discussions:

The first is the broadest one and has to do with the theories of nationalism; is the common religion indispensible for the complete formation of a nation? Superficially, the answer seems to be yes because of the contribution the common religion gives to the national identity and unity.

If we infer from the case of Albanians, we may argue that the kind of negligence Albanians have toward religions cannot be applicable to other nations and the answer would be yes. On the other hand, the raw fact that the Albanian nation exists means that the common religion is not indispensible for the formation of a nation. Furthermore, the successful formation of the United States' nation composed of believer members belonging to different religious beliefs shows that the common religion is not indispensible for the complete formation of a nation.

The second discussion has to do with Albanians. Are the nowadays Albanians atheists or they have inherited the negligence toward religious beliefs from the past? The negligence that the patriots of the Albanian Resurrection (1830-1912) embodied to Albanians as well as the denial of religions during the communist period suggest that they have inherited the negligence toward religious beliefs from the past, but, the facts presented in this essay demonstrate that they have the spirit of nationalism; their main identity is being Albanian which, if is jeopardized, is capable of overshadowing other identities.

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An Empirical Study for Investigation of the Effects of Strategic Alliances in the Civil Aviation Sector: THY (Turkish Airlines) Case

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Abstract

Nowadays companies have to be reorganized in order to adopt changing environmental conditions and try to take advantage of opportunities arises while avoiding the emerging threats. One of the aforementioned reorganization effort is the strategic alliences between firms. The low rate of full capacity, high costs and high tax rates pushed airline companies for forging partnerships and as a result of this huge strategic alliances occured as like Star Alliance, One World and SkyTeam. These partnerships has built code sharing, frequent flier programme and similar collaborations helped the existing capacity usage to the maximum level. So that this provided crutial cost advantages to the companies. In this paper it is aimed to find out whether Turkish Airlines participation to the Star Alliance with signing engagement letter in 2006 has made structural change in firms profitability and within this frame the current ratio and asset turnover rate of Turkish Airlines between 1992-2013 is modelled on return on equity. Performed strategic alliance being examined by Chow test methodology and it is found that this alliance has resulted a structural change on firm's return on equity.

Keywords: Civil Aviation, Airline Alliances, Profitability, Chow Test

1. Introduction

Technological improvements are one of the most important element which shapes todays modern life. As a result of these improvements new products, jobs and sectors emerged. Aviation sector is the one may be the most important one among others in this modern life where time, process, and safety became important. World Civil Aviation started with 12 seconds flight which is made by Wright brothers in 1903 is now reached three billion passangers, 25.000 aircraft and became massive sector as its economic activity accounts for %3, 5 of the world GNP (IATA, 2013).

Current technological improvements, shifting of competition from national to international level with globalisation, removal of economical boundaries in the worldwide, liberalisation, increasing and differentiating the customer demands have been effecting the businesses from different aspects. Companies now have to be reorganized in order to adapt changing environmental conditions and try to take advantage of opportunities arises while avoiding the emerging threats. One of the aforementioned reorganization effort is the strategic alliences between firms. Strategic Alliance can be described as the collaboration of the two or more companies for a certain aim (in order to decrease cost, get free access to the market etc.) exchanging and sharing resources, using and/or improving products, services or technologies mutually.

Emergance of the strategic alliance dates back to the late 1980's. The low rate of aircraft occupancy, high costs and high tax rates pushed airline companies for forging partnerships and as a result of this huge strategic alliances occured as like Star Alliance, One World and SkyTeam. These partnerships has built code sharing, frequent flyer programme and similar collaborations helped the existing capacity usage to the maximum level. So that this provided crutial cost advantages to the companies. In this context we can say that the purpose of strategic alliances in aviation industry is to increase

competitiveness of the member firms and simultaneously provide higher yields to the members (Rajasekar & Fouts, 2009: 94). This paper divided into six parts. In the second part information is given in theoretical frame, in the third part aviation sector's improvement in Turkey and World is given, in the fourth part literature review i conducted, in the fifth part methodology and anaylsis results are explained. In the sixth and the last part conclusion and suggestions are given and general evaluation is made.

2. Conceptual Framework

With liberalisation of economies world nearly became a small village, nevertheless particularly since 1990 rising of technological improvements with head spinning speed resulted globalisation of firms and give them a chance to make operation all over the world but both international and economic or political relations influenced the trade agreements and quates naturally so that making operation in foreign countries became more difficult. In this point strategic alliances help firms, provide mutual trade advantages and play critical role in expanding their operations to the different countries and continents.

Strategic airline alliance can be described as: the long term partnership of two or more firms for specific and common purpose such as decreasing overall costs, providing market access etc. (Iatrou & Alamdari, 2005:2). Partners in strategic alliance may assign product, distribution channel, production capacity, Project funding, knowledge, expertise, basic material or intellectual property. Another defination of strategic alliance is the partnership of two or more firms aiming to create synergy by forging alliance through which they hope, they will have more benefit than their individual effort while keeping their independence. Generally slight difference between alliance and acquisation or merger lies right here. In aquisation one firm purchase the other and purchased firm loses its independence and becomes one of the brand of parent company. For example; giant technology firm "Apple" bought famous headphone brand "Beats" by paying 3.2 billion dollars at the beginnign of 2014. In this situation, Beats will be under Apples management thereafter. Similarly mergers in the same way as well. Merger is building wholly new brand by two or more firms while losing their previous forms. For example; in the mid 2000's in Turkey, phone operator brands "Aycell" and "Aria" merged and created the new brand which is called "Avea". In this situation Aycell and Aria are no longer exist but now they have new combined brand "Avea". In either situations firms lost their their independence and involved in different form of business. In contrast in strategic airline alliances firms do not lose their independence.

Even though the strategic alliances provide great advantages to the firms, acccording to Doorley's (1993) study % 60 of alliances splitted within 4 years or less. Similarly Spark's (1999) emphasize on his study % 61 of alliances ended unsuccessfully or alliance performed below expectations. In spite of these datas, between 1990-2000 in where strategic alliances became common, the value of strategic alliances increased from 153 billion dollars to 1 quadrillion dollar (OECD, 2011).

2.1 Reasons of Strategic Alliances in Aviation Sector

Most of the airline companies want to serve beyond their current markets and extent their networks. However limitations and restirictions to reach foreign markets pushed companies to forge strategic alliances (Iatrou & Alamdari, 2005:3). Four strategic factor plays important role in creation of alliance (Gudmundsson & Rhoades, 2001: 210). Among these first and traditionally most popular one is the opportunity to enter into restricted international markets. Through alliances firms can operate in international markets without being challenged by limitations and restrictions. The second factor is the desire of creating flawless international network. According to previous researches, customers prefer the airline which has bigger network in comparision to others. Because they can reduce the travel duration, increase the number of online links, and join better frequent flyer programme by choosing bigger networked firm (Tretheway & Oum, 1993). Third factor is to reduce costs. Cost reduction can be done by joint activities (joint purchase, ground handling etc.). In other words they can utilize from economies of scale through shared flight, fuel or engineering services (Amoah & Debrah, 2011: 42). Fourth and the last factor is the desire of the firms to keep their existance in the regions where their individual operations are unprofitable (Lynch et al., 1998).

2.2 Type of Strategic Alliances in Aviation Industry

Strategic alliances have different types as like, technology transfer and improvement, joint research and development effort, licencing, franchising, marketing agreements and joint ventures (Lee, Cho, Cheong & Kim, 2013: 30). As airline companies come along because of different factors, the alliance types are diversified too. Increasing the income and customer benefits and reducing costs lie behind the appearence of different alliance types. Within the alliance types in Table 1 most common airline alliances are code sharing, blockspace and franchising and/or feding agreements while the least commons are sharing or adopting computer reservation systems and management conracts (Gudmundsson & Rhoades, 2001).

Table 1. Types and Definations of Airline Alliances

Type	Defination
Code Share	One carrier offers service under another carriers' flight designator
BlockSpace	One carrier allocates to another seat to sell on its flight
Revenue Sharing	Two or more carrier share revenues generated by joint activity
Wet Lease	One carrier rents the aircraft/personel of another
Franchising	One carrier rents the brand name of another fort he purpose of offering flight service but supplies its own aircraft/staff
Computer Reservation System	One carrier shares and /or adopts internal reservation system of another
Insurance Parts/Pooling	Two or more carriers agree to joint purchase
Joint Service	Two carriers offer combined flight service
Management Contracts	One carrier contracts with another carrier to manage some aspect of its operations
Baggage Handling/Maintenace/facilities Sharing	One carrier contracts with another to provide services/personnel/facilities at specified sites
Joint Marketing	Two or more carriers combine efforts to market joint services/activities
Equity Swap/Governance	Two or more carriers swap stock and/or create joint governance structure

Source: (Gudmundsson and Rhoades, 2001:210)

3. General Overview of Civil Aviation Sector

International air transportation has grown with two digit numbers until petrolium crise in 1973. Technical improvements were the key factors fort his growth. These improvements while providing high speed, bigger dimension and reduced costs at the same time caused less flight prices naturally.

Rise of households real income and increase in the time that they are willingness to spend for holiday also increased the demand on air transportation. Aviation sector is the most critical factor in globalised economy of the world. This year aviation industry celebrating 100. Anniversary of commercial aviation (Aeronautics) and aviation industry passed 3 billion passengers for the first time in 2013 (IATA, 2013). International organizations and giant aircraft producers expect that existance growth will continue until 2030's. Accordingly in world civil aviation in 1990, 1.2 billion passenger and in 2010, 2.7 billion passenger carried and it is expected that in 2030 this number will rise up to 5.9 billion passenger. Also the number of aircraft was 17.307 in 1990 while 23.844 in 2010 and is expected to reach 45.273 in 2030. Sector accommadated (hired) 21 million and 56, 6 million people in 1990 and 2010 respectively while it is predicted to reach 82, 2 million in 2030 (ATAG, 2012: 41). The first modern strategic alliance is made betweeen Florida Air and British Island in 1986 (Oum and Yu, 1998). However strategic alliances became widespread in mid 1990's. Three biggest airline alliances are Star alliance, One world and Skyteam. These alliances are still operating and found in 1997, 1999 and 2000. Comperative information about these airline alliances can be seen in Table 2.

Table 2. Global Airline Alliances

	Star Alliance	oneworld	SkyTeam
Date of Establishment	1997	1999	2000
Number of Member Airlines	26	15	20
Number of Yearly Passenger	637.62 m	506, 98 m	588 m
Destination Countries	193	151	178
Fleet Size	4.338	3.324	4.467
Number of Daily Flight	18.000	14.011	15.723
Number of Employee	439.232	391.968	459.781
Headquarters	Frankfurt, Germany	New York, USA	Amsterdam, Netherlands

Source: Table Created by collecting datas from official websites of Alliances (22.06.2014)

Although the first aviation efforts began in 1912 in Turkey, institutionalization could be achieved in 1925 by establishment of "Turkish Aeronautical Association". First civil air transportation was initiated by establishment of " State Airline Adminisration" which then transformed so called Turkish Airlines. In 1933 and in 1954 "General Directorate of State Airports Authority" and "General Directorate of Civil Aviation" was established respectively due to the response to the need of regulatory and inspectory authorities in the sector through which important steps taken for the procurment of infrastructure, facilities and equipments. Civil aviation sector which developed by the announcement of civil aviation law in 1983 was able to increase service quality, and reliability through enchanced airports. Turkey was the side of "International Civil Aviation Agreement-Chicago Contract" in 1945 which is the root of international civil aviation at the same time Turkey was one of the founder members of "International Civil Aviation Organization (ICAO)". Morever Turkey Became founder member of "European Civil Aviation Conference (ECAC)".

Civil aviation activities which are milestones of economic and social developments of countries, despite the wars and economic crises etc have shown increasing trend around %4-%5 annual growth on average in 1980's. After 1990s new companies entered into market and that created intense competition among rivals ın this context in 2003 liberalisation decision was the breakthrough for Turkish civil aviatioın sector. According to the datas of civil aviation authorities, by the end of 2012 there were 15 airline companies (including 3 cargo), with 370 aircraft and 55 air taxi 44 general aviation, 17 baloon and 39 agricultural spraying firms with 786 air vehicle exist in Turkey. Furthermore the number of bileteral air transportation agreements which allows Turkey for international operations, reached 143 from 122 after the announcement of 24 new agreements in 2012. With these agreements Turkey has been the fastest developed country in terms of number of flight network. After adopting regional aviation policy in 2003 sector has shown rapid growth. In this frame Turkey's datas related with aircraft, passenger and Cargo traffic are given in Table 3.

Table 3. Statistics related with Aircraft, passenger and Cargo traffic of Turkey (2002-2013)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013Unascertained
Passenger traffic(direct transfer included)	33.783.892	34.443.655	45.057.371	56.119.472	62.271.876	70.715.263	79.887.380	86.001.343	103.536.513	118.292.000	131.029.516	150.186.231
Passenger Traffic	33.783.892	34.443.655	45.057.371	55.572.426	61.655.659	70.296.532	79.438.289	85.508.508	102.800.392	117.620.469	130.351.620	149.531.729
- Domestic	8.729.279	9.147.439	14.460.864	20.529.469	28.774.857	31.949.341	35.832.776	41.226.959	50.575.426	58.258.324	64.721.316	76.138.315
- International	25.054.613	25.296.216	30.596.507	35.042.957	32.880.802	38.347.191	43.605.513	44.281.549	52.224.966	59.362.145	65.630.304	73.393.414
Direct Transfer Passenger				547.046	616.217	418.731	449.091	492.835	736.121	671.531	677.896	654.502
All Flights(included overflight)	532.531	529.205	640.549	757.983	852.175	935.567	1.010.937	1.066.053	1.213.125	1.335.185	1.376.486	1.503.015
Flight Traffic	376.579	374.987	449.493	551.980	627.401	688.468	741.765	788.469	919.411	1.042.369	1.093.047	1.221.346
- Domestic	157.953	156.582	196.207	265.113	341.262	365.177	385.764	419.422	497.862	579.488	600.818	680.525
- International	218.626	218.405	253.286	286.867	286.139	323.291	356.001	369.047	421.549	462.881	492.229	540.821
Overflight Flight Traffic	155.952	154.218	191.056	206.003	224.774	247.099	269.172	277.584	293.714	292.816	283.439	281.669
Cargo Traffic(Tonnes) (Cargo+Post+ Baggage)	896.865	964.080	1.164.349	1.304.241	1.360.550	1.546.184	1.644.014	1.726.345	2.021.076	2.249.473	2.249.133	2.574.893
- Domestic	181.262	188.979	262.790	324.597	389.206	414.294	424.555	484.833	554.710	617.835	633.076	737.843
- International	715.603	775.101	901.559	979.644	971.344	1.131.890	1.219.459	1.241.512	1.466.366	1.631.639	1.616.057	1.837.050

Source: www.dhmi.gov.tr

In the light of these datas passenger traffic (including direct transfer) increased by %344, 55 drom 2002 to 2013 and considering the same period, increase in domestic passenger traffic was %772, 22 while international passenger traffic was %192, 93. Flight traffic in domestic flights rose by %330, 84 while flight traffic in international flights rose by %147, 37 between 2002-2013 period the rise in Cargo traffic in the same period was %187, 10.

Airline companies have turned towards strategic alliances and bileteral agreements in order to reduce costs and improve themselves in industrial aspect. In this frame Turkish Airlines first alliance trial was forging its frequent flyer programme with qualiflyer group in the lead of Swiss Air in 1988 but Turkish Airlines left the alliance as it did not make expected outcomes. The second alliance trial of Turkish Airlines was the Star Alliance membership in the lead of Lufthansa of which Turkish Airlines became full member by joining to alliance on 1 April 2008. Star Alliance member Turkish Airlines now have flights to 243 destination in 105 countries with 202 international and 41 domestic destination. With this network Turkish Airlines is on the fouth place among the list of airlines which have the biggest network in the world. According to Skytrax's rewards in 2013 Turkish airlines choosen the best airline in Europe third times in a row and ninth best in entire world. (www.staralliance.com/en/about/airlines/turkish_airlines/ access: 20.05.2014).

4. Literature Review

There are number of academic studies exist which examine the effect of strategic alliances in different sectors. Within those studies (Rothaermel, 2001; Gottinger & Umali, 2008) in medical sector, (Clement et al., 1997) in health sector, (Ngugi vd, 2012) in banking sector, Bae & Gargiulo (2004) in telecommunication sector and (Isoraite, 2009) in computer and software sector can be given as example among many others

In Oum and Zhang (2001)'s study, alliances which are created by 22 international airline companies between 1986 and 1995 are evaluated with panel data methodology and it is found that issues such as productivity, profitability and price are all dependent on the size of alliance that they are involved. In the study, it is found that the large sized alliances have signicant and positive effect on firms profitability, productivity and price while it is determined that small sized alliances have no signicant effect on aforementioned factors.

According to the study of Morrrish and Hamilton in 2002, it is observed that participation of airline firms in strategic alliance has made positive effect on productivity and occupancy ratio while there is no increase found on firms profitability.

Oum ie (2004) examined the effect of strategic alliances on firm performance through the productivity and profitability aspect with panel data methodology. In analyze, 10 years of financial and operational datas of the 22 international airline companies are used and after examination of these datas it is found that altough the alliances increased the productivity of firms, there is no significant and positive effect found on firms profitability.

Iatrou & Alamdari (2005) performed questionnaire to 28 airline firms in order to determine the effect of strategic alliances on firm performance. Each participant answered the survey and determined that strategic alliance made increase on income, occupancy rate, an passenger traffic.

Fillon & Colonques (2007) found that strategic alliances haven't created positive effect on firms profitabiility through two-phased game theory methodology.

O'Neal i.e (2007) tried to measure the effect of Delta airways participation to Skyteam through optimization technique. After Examination it is found that this alliance created 50 million dollars increase in the operational income of Delta Airways.

Perezgonzalez & Lin (2010) analyzed the effects of alliances in avioation sector on firms net profitability. In this study, 15 airline firms' 11 years of financial datas are examined by non-parametric statistical tests. According to the analyze result there is no increase found in firms short term net profitability after joining to alliance. Similar study has been conducted by Perezgonzalez (2011), this time 21 airlines firms' 11 years of financial and operational datas are being examined and again it is found that strategic alliances in aviation sector, haven't created increase on firms profitability.

5. Methodology

5.1 Purpose

Civil aviation sector is the one of the most dynamic sector in the world. Increase in the quality and quantity of competition in todays world, removal of economic boundries in the worldwide, and liberalisation of ecanomies and such other factors have been influencing companies. In order to take a stand against these macro factors, companies went into long term strategic alliances under the name of external growth. Concordantly, Turkish Airlines and Star Alliance signed engagement letter on 9 December 2006 for the purpose of joining to alliance. In this work it is aimed to find out whether europes fastest growing airline which is so called Turkish Airlines participation to Star Alliance has made any structural change on firms profitability or not.

5.2 Data

Within the scope of analyze, datas collected through the financial statements and annual reports of Turkish Airlines between 1993-2013 period. Aforesaid statements and reports collected from Turkish Airlines offical website and requested and received by post from İstanbul Stock Exchange. In the study dependent variable is return on equity (ROE= Net Profit/Equity) and independent variables are current ratio (CR= Current Asset/ Short term Liabilities) and Asset Turnover Ratio (AT= Net Sales/Total assets). Excel 2010 and EViews8 SV programmes are used in calculations.

5.3 Method

There might be a structural change found within the relationship between dependent and independent variables when a regression model used which includes time series. It can be understood from structural change that parameter values aren't remaining constant during the period in the model. Structural change can be emerged from external factors such as petroleum embargos of OPEC in 1973 and 1979, gulf war in 1990-91 or radical policy change from fixed exchange rate system to flexible exchange rate system in 1973 (Gujarati, 2004: 273). In other words coefficients in the model can be different before and after the vital macroeconomic changes. In such situations the change in coefficients of regression is

described as a structural break (Verbeek, 2008: 66). In the application of time series subsample typically described based on specific time. Chow test can be used in finding whether there is any significant statistical change on data series around a certain time. In chow test sample divided into two or more groups, model is estimated separately for each period and then model estimated for entire period by bringing datas together. Accordingly three possible regression equation can be shown as follows.

Sub Period 1 $Y_t = \lambda_1 + \lambda_2 X_t + \lambda_3 X_t + u_{1t}$ (1)

Sub Period 2 $Y_t = \gamma_1 + \gamma_2 X_t + \gamma_3 X_t + u_{2t}$ (2)

Entire Period $Y_t = \alpha_1 + \alpha_2 X_t + \alpha_3 X_t + u_t$ (3)

Regression(3) assumes coefficient of slope remains same and constant during the period in which case there is no structural change. Consequently $\alpha_1 = \lambda_1 = \gamma_1$, $\alpha_2 = \lambda_2 = \gamma_2$ and $\alpha_3 = \lambda_3 = \gamma_3$

Assumptions of this test are as follows.

1-) $u_{1t} \sim N(0, \sigma^2)$ ve $u_{2t} \sim N(0, \sigma^2)$. Namely regressions in subperiod's error terms distributes constantly with the same varience.

2-) Error terms u_{1t} and u_{2t} distribute independently (Gujarati, 2004: 274-276).

F test can be calculated as follows in order to decide whether structural change exist or not after assumptions provided.

$$F = \frac{(RSS_R - RSS_{UR})/k}{(RSS_{UR})/(n_1 + n_2 - 2k)} \sim F_{[k,(n_1+n_2-2k)]}$$

Here: RSS_R represents residual sum of squares of restricted model, RSS_{UR} represents residual sum of squares of unrestricted model, k represents number of parameters and n represents number of observation. While RSS_R is the residual sum of squares of regression (3), RSS_{UR} is the residual sum of squares of regression 1 and regression 2. Nominately $RSS_{UR} = RSS_1 + RSS_2$. Chow tests null hypothesis claims no structural change (H_0) and alternative hypothesis (H_1) claims the existance of structural change. If $F > F_{[k,(n_1+n_2-2k)]}$ H_1 existance of structural change but if $F < F_{[k,(n_1+n_2-2k)]}$ H_0 or no structural change will be accepted (Güriş et al., 2011: 420).

5.4 Analyse and Findings

Return on equity, current ratio, and asset turnover rate are shown in Appendix 1 between 1993-2013. As it is mentioned before, alliance talks between Turkish Airlines and Star Alliance initiated in 2006. Average return on equity of Turkish Airlines between 1993-2005 period is -%11, 59 while this average increased to %14, 94 between 2006-2013. Consequently it is obviously seen that return on equity of Turkish Airlines rose after joining to alliance.

In analyse where current ratio and asset turnover rate modelled on return on equity, estimation made considering the effect of Turkish Airlines participation to Star Alliance. Strategic Alliances may change the structure of relationship among variables. Structural change will cause a break on regression line. Because of this break, if model is estimated without considering the break, the functional shape of the model will be determined inaccurate and thereby there will be description mistake made. As a result of strategic alliance in the model, whether structural change exist or not can be examined with the Chow test (Sarıtaş and Uyar, 2012:80). 2006 is the year in which Turkish Airlines and Star Alliance started negotiations and signed engagement letter, thereby it is considered the refraction period in this research. In this frame calculated regressions for sub and entire periods are described in Table 4.

Table 4. Calculated regression model considering sub and entire periods

Dependent Variables: ROE	Coefficient	Standard Deviation	t-statistics	p-value
1993-2005 (T = 13)				
(Constant)	-0, 3418	0, 1312	-2, 6052	0, 0263*
CR	0, 9978	0, 1275	7, 8201	0, 0000*
AT	-0, 5200	0, 0827	-6, 2880	0, 0000*
$R^2 = 0,8687$				
$RSS_1 = 0,2621$				
D-W statistic = 1, 8217				
2006-2013 (T = 8)				
(Constant)	-0, 0362	0, 6019	-0, 0602	0, 9543
CR	0, 1012	0, 1066	0, 9493	0, 3860
AT	0, 0966	0, 7918	0, 1221	0, 9075
R^2 = 0, 1874				
$RSS_2 = 0,0707$				
D-W statistic = 2, 0029				
1993-2013 (T = 21)				
(Constant)	-0, 1733	0, 1447	-1, 1969	0, 2469
CR	0, 5759	0, 1240	4, 6428	0, 0002*
AT	-0.3521	0, 0820	-4, 2936	0, 0004*
R^2 = 0, 6213				
RSSR = 0, 9219				
D-W Statistic = 1, 1732				

* sign represents the statistics significance level is significant at %5

The model including entire period can be written as like this according to regression analysis result;

$$ROE = -0,1733 + 0,5759(CR) - 0,3521(AT)$$

Emergence of R2 = 0, 6213 in analysis indicated that approximately %62, 1 of the change on dependent variable – Return on Equity- can be explained by the change on independent variables - Current Ratio and Asset Turnover Rate-. Coefficient concerning current ratio is 0, 5759. So that there is a significant and positive relationship exist between current ratio and return on equity. Hereunder a unit change on current ratio results 0, 5759 unit change on return on equity. Coefficient concerning asset turnover rate is -0, 3521. So that there is a significant and negative relationship exist

between asset turnover rate and return on equity. Hereunder a unit change on asset turnover rate results -0, 3521 unit change on return on equity. Chow test can be applied if variences are equal and under the assumption of series parts of error terms are normally distributed around zero average and independent from each other. Considering sub-periods the

equality of variences is tested with F test. To adress this established hypothesis are as follows: $H_0 = \sigma_1^2 = \sigma_2^2$
$$H_1 = \sigma_1^2 \neq \sigma_2^2$$

In this situation F statistic is calculated as; $F = \dfrac{\sigma_1^2}{\sigma_2^2}$

$$\sigma_1^2 = \frac{RSS_1}{n_1 - k} = \frac{0,2621}{13 - 3} = 0,02621$$

$$\sigma_2^2 = \frac{RSS_2}{n_2 - k} = \frac{0,0707}{8 - 3} = 0,0141$$

As

$$F = \frac{\sigma_1^2}{\sigma_2^2} = \frac{0,02621}{0,0141} = 1,8588$$

F Tablo value is found 4.74 according to 10 and 5 degree to freedom. Hereunder us F < Ftable H0 hypothesis is acceptable. Nominately as calculated regressions variences of sub-periods accepted equal, chow test is applicable. The other prerequisite of Chow test is the assumption of error terms normal distribution. In this context according to the calculations made considering sub-periods in the frame of J-B test statistics, we can say that error terms are normally distributed. As J-B test statistics p value = 0, 5743 > α= 0, 05 before breaking period, H0 hypothesis is acceptable which states errors regarding the model are normally distributed. Morever as J-B test statistics p value = 0, 8355 > α = 0, 05 after breaking period H0 hypothesis is acceptable which states errors regarding the model are normally distributed. Other prerequisite fort he chow test is independent dispersion of error terms. In order to ensure this, Breusch-Godfrey LM test is mad efor each sub-period and it is found that error terms are distributed independently. Accordingly as LM statistics p value = 0, 8880 > α = 0, 05 before breaking period, H0 hypothesis is acceptable which states that errors are distributed independently. Likewise as LM statistics p value= 0, 97700 > α =0, 05 after breaking period, H0 hypothesis is acceptable which states that errors are distributed independently. After providing aforesaid prerequisations, chow test can be applied. Hereunder chow test results are shown in table 5 which scopes the period between 1993-2013 and consider 2006 as a breaking point.

Table 5: Chow test Results

Chow test: 2006	
Basic Hypothesis: no structural change in 2006	
Sample Period: 1993-2013	
F-statistic = 8, 8474	Prob. F(3, 15) = 0, 0013

According to the result of examined model as "0, 05> Prob. F(3, 15)" basic hypothesis is refused. According to this preliminary protocol signed in 2006, Turkish Airlines participation to Star Alliance caused structural change. Additionally in illustration 1 structural break showed with respect to CUSUM-SQ test.
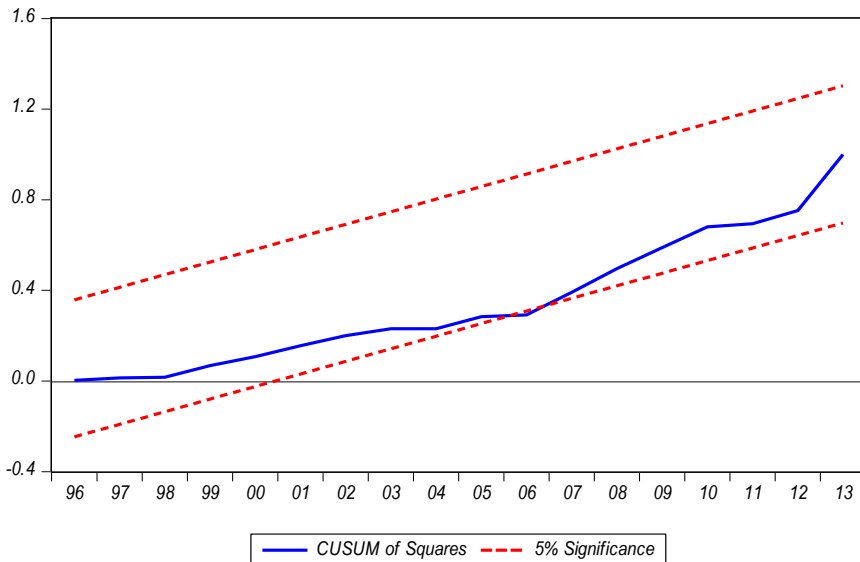
illustration 1. CUSUM-SQ Test graphic

6. Conclusion and Suggestions

Civil aviation sector which is one of the fundamental dynamics of modern life and at the same time is the one of the basic indicator of economic and social development of countries, has been adversly influenced by wars, economic crisis, high oil prices, globalisation of competition and such other macro factors. Airline firms head towards strategic alliances and cooperations in order to reduce costs and improve themselves in industrial content. Furthermore via alliances firms can operate in international markets without being challenged laws and restrictions and this provide firms to create synergy. Turkish Airlines signed strategic alliance contract with Star Alliance because of similar reasons. Chow test was applied with the idea that it may cause a structural break in econometric model in order to measure the effect of Turkish Airlines participation to Star Alliance with pre-protocol signed in 2006. To adress this in this study current ratio and asset turnover rate modelled on return on equity and datas used which are belong to 1993-2013 period. After the application of Chow test, it is found that this alliance caused structural change in the model. In other words this influenced return on equity of Turkish Airlines positively. Because while average return on equity of Turkish Airlines was -%11, 59 between 1993-2005, this rate went up to %14, 94 on average between the period of 2006-2013. Consequently we can say that Turkish Airlines return on equity is increased by joining to Star Alliance.

Chow test provide information about whether there is a break in the model or not but it doesn't provide information about the source of break whether from constant term or coefficient. Thus this can be the research topic of future scientific articles. The other suggestion is, beside financial ratios, operational datas such as occupancy rate, number of passenger carried etc. can be added to the model so that factors effecting return on equity can be viewed through different perspectives.

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Appendix 1. Datas used in Analyse

Years	ROE	CR	AT
1993	-0, 334	0, 560	0, 738
1994	-0, 264	0, 565	1, 111
1995	0, 019	0, 947	1, 333
1996	0, 126	1, 194	1, 572
1997	0, 051	1, 223	1, 799
1998	0, 055	1, 229	1, 831
1999	-1, 060	0, 592	1, 942
2000	-0, 833	0, 790	2, 598
2001	0, 049	1, 865	2, 803
2002	0, 274	1, 885	2, 214
2003	0, 243	1, 197	0, 848
2004	0, 056	0, 930	0, 948
2005	0, 111	0, 689	0, 840
2006	0, 115	0, 798	0, 829
2007	0, 153	1, 305	0, 919
2008	0, 380	1, 599	0, 778
2009	0, 162	1, 436	0, 821
2010	0, 076	1, 374	0, 791
2011	0, 004	1, 031	0, 720
2012	0, 210	0, 860	0, 794
2013	0, 098	0, 201	0, 739

Adaptation of Municipalities to New Media Technologies Towards Their Inhabitants In Public Relations Efforts: A Sample From Turkish Municipalities

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Abstract

A municipality's main publics, necessary to communicate and to establish relationships for public relations practices, are people who live within the boundaries of that municipality. Inhabitants are directly concerned and affected by decisions and services of municipalities. Likewise, inhabitants' expectations and suggestions for decisions and services are supposed to be known and learned. From that point, not only have new media technologies provided to publicize decisions and services of municipalities to their inhabitants but also they have offered them with some opportunities in terms of learning opinions, thoughts, expectations, and comments of their inhabitants. New media technologies are based on a dialogue in corporation-public relations and also enable two-way communication and interactivity due to their structure. That's why new communication environments should be used and utilized in accordance with two-way communication process that makes publics active rather than one-way communication through which messages are only conveyed from corporations to publics. In order to provide two-way communication with their inhabitants, municipalities should realize the opportunities enabled by new media technologies and should utilize them effectively. It can be asserted that municipalities' having web pages, existing on social media environments like Facebook and Twitter and using them in accordance with requirements of two-way communication are basic signs of their adaptation to new media technologies. Within the scope of the current study; web pages, Facebook profiles and Twitter accounts of Turkey's 30 metropolitan municipalities are going to be analysed with a content analysis method. Municipalities included in the sample are going to be evaluated according to their adaptation to new media technologies and whether they have corporate web pages, Facebook and Twitter accounts or not. Besides, in the direction of some determined criteria, whether their communication in these environments with their inhabitants is one-way or two-way is tried to be established.

Keywords: New media technologies, inhabitants, Turkish municipalities

New Media Technologies Use in Public Relations

Since the scope of new media technologies concept has been changing constantly in accordance with technologic developments, what was once considered as "new technology" now can be seen as "old". While television and telecommunication services were considered as new media technologies just a few decades ago, today digital television, mobile communication and the Internet have become part of new media technologies (Ilhan, 2007: 61). It can be asserted that nowadays new media technologies are mainly Internet based communication technologies.

In order to define new media technologies it had better indicate their characteristics from other communication technologies. But the best way to define new media technologies as information environments is to consider them as a combination of three elements which are multisensory content, various types of interfaces to reach and present the information, and various conveyance systems to deliver the information (Biocca, 2000). With this definition, it can be asserted that new media technologies have enabled to disseminate various contents such as audio, video, graphics via various channels to users. Therefore, the transmission of content and user involvements in communication process have been changed with new media technologies. Interactivity and decentralisation of the information can be seen as foremost characteristics of these new technologies.

According to We Are Social's Report in 2014 there appear to be around 2.5 billion global internet users today – roughly 35% of the world's population and 1.8 billion of them have accounts on social media environments. Social channels continued to grow by adding more than 135 million new users to top social networking sites in 2013. While active social media users are increasing every year, Facebook is still the leader of social networking sites with its 1,184 billion active users (http://wearesocial.net/blog/2014/01/social-digital-mobile-worldwide-2014/ 3 June 2014).

When it comes to Turkey, according to the We Are Social's Report, the rates of the Internet use are nearly the same as global rates. 45% of the population in Turkey which is over 35 million people is using the Internet actively and there are 36 million active Facebook accounts (included fake accounts) all over the country. The most used social media environment is Facebook (93%), followed by Twitter (72%), Google+ (70%) and LinkedIn (33%) (http://www.dijitalajanslar.com/internet-ve-sosyal-medya-kullanici-istatistikleri-2014/ 3 June 2014)

As new media technologies develop and more forms of social media emerge, it is beneficial for public relations practitioners to understand how to use these new tools in their jobs (Curtis et al, 2010:90). Since these new media technologies especially the Internet and social media have rapidly penetrated into people's lives and become part of daily life, it has become a must for public relations practitioners to exist in these environments in order to reach their publics. Social media and the Internet allow public relations practitioners to reach out to and engage their publics in conversation and they also provide an avenue to strengthen media relations (Eyrich et al., 2008: 412).

The Internet and the World Wide Web provide new opportunities for dialog and relationship-building between organizations and their publics (Avidar, 2013: 440), and also for issues management, relationship management, and environmental scanning (Diga and Kelleher, 2009: 441). To establish permanent relations based on mutual understanding with publics, public relations practitioners should use these new communication technologies effectively. Web sites are one of the first steps of the relationship-building function which involves more complex organizational processes (McAllister-Spooner, 2009: 321). In addition to web pages, organizations should have pages organized by them on social media sites such as Facebook, Twitter and others.

Social media sites not only allow for the rapid exchange of information but also the rapid dissemination of information. Twitter, for instance, amplifies the rapidity of the information exchange by limiting the size of the messages to easily digestible information pieces. In spite of only 140 characters, it can be used very effectively for organisational purposes. It also provides a service to send and receive public messages. By sending public messages organizations could establish a dialog between their publics which demonstrates responsiveness (Lovejoy et al, 2012: 313 - 314) and thus they can build two-way communication process.

When it comes to adaption to new media technology it can be asserted that public relations professionals are now more on par with adaption to online tools (Eyrich et al., 2008: 412.) It seems that they are aware of the importance of these new media and try to exist on these new environments. According to a six-year-analysis of Wright and Hinson (2012), public relations practitioners believe social and other new emerging media will continue to improve in terms of accuracy, credibility, honesty, trust and truth telling. They also think these new media will serve to monitor news media and to have corporate and organizational transparency. According to the survey the time public relations spend on social media is increasing.

Finally, interactivity plays an important role in developing relationships online with publics and stakeholders (Waters et al., 2009: 103). With the rise of these new media technologies which eliminate boundaries of time and place, communication process has shifted from one way into two-way communication. Thus, interactivity has become one of the main concepts of computer based communication that provides mutual understanding and two-way communication. User oriented contents and user involvement in communication process reinforce the concept of interactivity.

As Public Institutions Municipalities' Adaptation of New Media Technologies Towards Their Inhabitants

Nowadays it has gained more importance to carry out a strategic communication management process based on mutual trust, dialogue, good faith, understanding and symmetry with target audiences in terms of contemporary public relations approach. It is known that private corporations are in a need of having a positive image, managing reputation, and developing mutual understanding and good faith with target audiences which is an indisputable fact. Also public institutions are in need of same requirements like private corporations. Public institutions which do not meet expectations and needs of their publics are not able to establish a positive and long term relationships with their target audiences. Public institutions need to apply to public relations efforts in order to get support from their publics and to have a positive image and reputation.

Public institutions' adaptation of new media technologies also has gained more significance in order to reach public relations goals. New media technologies provide public institutions with an opportunity to determine expectations of publics, to establish a dialogue and to be in interaction with them. Public institutions which must engage in a dialogue to get support of their publics must be adapted to new communication technologies. For governmental agencies and local

governments, internet based communication environments and social media platforms open up an opportunity to communicate and interact with citizens and inhabitants.

Web 2.0 technologies generally, and social media specifically, hold enormous potential for public sector organizations to engage citizens (McNutt, 2014: 63). As new communication tools, corporate web pages and social media environments like Facebook and Twitter offer governmental agencies and municipalities an opportunity to carry out two way communication process with their publics.

Corporate web pages which represent existence of corporations in virtual environment have become prominent since they are dialogical public relations tools. Governmental agencies and local governments are able to establish a dialogue and to be in interaction with their target audiences by possessing a corporate web page designed very well. Corporate web pages can be used to build, develop and manage long term, dialogue based relationships between public institutions and their publics.

Public involvement must be considered important by local governments to possess positive relationships with inhabitants and to get support from them. Therefore communication tools which are able to reinforce public involvement must be used by municipalities.

Local government web sites' capacity to connect directly to interested users and their potential to engage citizens synchronously or asynchronously is quite useful in public – involvement programs (Scott, 2006: 342). If information which inhabitants need is located on corporate web pages of municipalities, then corporate web pages can be accepted as a source of communication with municipalities. Also corporate web pages are able to support two-way symmetrical communication in public relations only if they are designed in compliance with principles such as interactivity, openness, accessibility, reciprocity.

As well as corporate web pages, social media environments also offer municipalities and other kind of public institutions an opportunity to carry out two-way symmetrical communication with target audiences. The main feature of social media environments is interactivity. They are able to furnish an occasion for municipalities to establish a dialogue, to reinforce public involvement, and to be in interaction with their inhabitants.

Social networks are becoming primary mechanisms for connecting with people, ideas, brands, news and information (Solis and Breakenridge, 2009: 167). Social media have become a primary mechanism for communicating with other people. Despite this, according to Lee and Kwak, public engagement based on social media is an uncharted territory and government agencies generally lack of experience and knowledge about implementing social media (2012: 492). It is known that number of users of new communication tools has increased by leaps and bounds and it continues to rise every single day. Therefore municipalities' adaptation of new media technologies and social media environments has gained more importance.

Public officials face some challenges in an environment of dramatically increasing social media activity, where the worldwide community of Facebook users now exceeds the population of the United States. In this changed environment, users are organizing themselves into networks and communities defined by shared interests, relationships or geography (Leighninger, 2012: 3). Facebook, as one of the most popular social media environments, allows people to connect with other people. Also for municipalities, possessing corporate Facebook accounts has opened up an opportunity to communicate and interact with inhabitants directly who share common interests and needs.

Twitter is another prominent social media environment. It draws attention to establish a dialogue, to interact with inhabitants and to determine their needs and expectations. Twitter, as a social network and a micro – blogging tool, is a mixture of functionalities. It can be used to send instant messages to citizens in order to announce special events by taking advantage of the viral delivery of information that this tool provides and allowing local politicians to check how this event is perceived by the users (Bonson, et al., 2012: 125).

Government agencies mostly use social media channels to represent artefacts of their core mission, to engage the public or to participate in issue conversations and networks with stakeholders (Mergel, 2013: 328). Social media, open data portals and other online interactive features promise to raise new challenges and opportunities not only for local public administrators and elected officials to be more transparent and also for citizen participation in governmental issues (Mossberger et al., 2013: 356).

Therefore all kinds of public institutions such as governmental agencies and municipalities are supposed to take advantage of corporate web pages adequately and to adapt to social media environments.

Aim and Methodology

In order to provide two–way communication and to have positive relationships with their inhabitants, municipalities should adapt to new media technologies and social media environments. Having web pages, existing on social media environments like Facebook and Twitter and using them in accordance with requirements of two–way communication have gained more importance for local governments.

Within the scope of this study, it is aimed to determine new media technologies adaptation of Turkey's 30 metropolitan municipalities towards their inhabitants. Their corporate web pages, corporate Facebook profiles and corporate Twitter accounts were analysed by using content analysis method between 1st and 7th of June 2014. For content analysis some criteria are determined to establish whether municipalities' communication in these environments with their inhabitants is one–way or two-way.

Criteria which were used at content analysis are:

For corporate web pages;

- E – government
- Direction to corporate Facebook profile
- Direction to corporate Twitter account
- News
- Event calendar
- Request inhabitants' opinion on urban issues
- Section of contact us

For corporate Facebook profile

- Direction to corporate web page from corporate Facebook profile
- Direction to corporate Twitter account from corporate Facebook profile
- Number of followers on Facebook profile
- Number of likes on Facebook profile
- Is Facebook profile updated?
- Are shared contents related to publicity of services?
- Do they respond to inhabitants' comments on Facebook?
- Is there a request inhabitants' opinion about urban issues on Facebook?
- Is there an event calendar on Facebook?

For corporate Twitter account

- Direction to corporate web page from corporate Twitter account
- Direction to corporate Facebook profile from corporate Twitter account
- Number of followers on Twitter
- Number of following on Twitter
- Do they also follow their followers?
- Is Twitter account updated?
- Are shared contents related to publicity of services?
- Do they respond to inhabitants' comments on Twitter?
- Is there a request inhabitants' opinion about urban issues on Twitter?
- Are there announcements of future events?
- Do they retweet?

Corporate web pages, corporate Facebook profiles and corporate Twitter accounts of municipalities have been analyzed by content analysis method. Data has been processed by using SPSS 16.0 Programme and has been transferred to computer environment by codification method. Findings which have been achieved through content analysis have been interpreted by using frequency analysis which takes place in the extent of descriptive statistics.

Findings

Findings achieved by content analysis of municipalities' corporate web pages are shown at the table below:

Corporate Web Pages	Exists		Not exist	
	f	%	f	%
E – government	28	93,3 %	2	6,7 %
Direction to corporate Facebook profile	20	66,7 %	10	33,3 %
Direction to corporate Twitter account	17	56,7 %	13	43,3 %
News	28	93,3 %	2	6,7 %
Event calendar	16	53,3 %	14	46,7 %
Request inhabitants' opinion on urban issues	17	56,7 %	13	43,3 %
Section of contact us	15	50,0 %	15	50,0 %

Only one of 30 metropolitan municipalities of Turkey do not possess a corporate Facebook profile. While 90% of corporate Facebook profiles (n= 27) have a direct link to their corporate web pages, 10% do not have any direct links. Eight of corporate Facebook profiles include a direction to corporate Twitter accounts and 21 of them do not possess a direction. Also only one municipality's corporate Facebook profile has followers between 10001 – 15000 people while other Facebook profiles do not allow their users to follow the account. Number of likes is shown below:

Number of likes on Facebook profiles	f	percentage
0 – 5000	13	43,3 %
5001 – 10000	8	26,7 %
10001 – 15000	1	3,3 %
15001 – 20000	2	6,7 %
20001 and above	3	10,0 %
Number of likes not exist	3	10,0 %

Only half of Facebook profiles of municipalities are updated (n=15). Shared contents on municipalities' Facebook profiles are mostly related to publicity of services (n = 27 and 90%). Also municipalities do not respond to inhabitants' comments on Facebook and only three have a request inhabitants' opinion about urban issues. Nine have an event calendar on Facebook.

Findings have revealed that six municipalities do not have any corporate Twitter accounts. 73.3% of corporate Twitter accounts (n=22) have a direction to their corporate web pages whereas only six include a direction to their corporate Facebook profiles. Numbers of followers on Twitter accounts are shown below:

Number of followers on Twitter accounts	f	percentage
0 – 5000	13	43,3%
5001 – 10000	3	10,0%
10001 – 15000	4	13,3%
15001 – 20000	1	3,3%

20001 and above	3	10,0%
Not exist	6	20,0%

20 Twitter accounts have a number of following which is between 0 – 500 people while one has between 1001 – 1500 people and another one has 2001 and above.

Findings achieved by being analyzed corporate Twitter accounts of municipalities are shown on the table below:

Criteria used at analyzing Twitter accounts	Yes		No		Not exist	
	f	%	f	%	f	%
Do they also follow their followers?	0	0%	24	80%	6	20%
Is Twitter account updated?	14	46,7%	10	33,3%	6	20%
Are shared contents related to publicity of services?	20	66,7%	4	13,3%	6	20%
Do they respond inhabitants' tweets on Twitter?	0	0%	24	80%	0	0%
Is there a request inhabitants' opinion about urban issues?	2	6,7%	22	73,3%	6	20%
Are there announcements of future events?	14	46,7%	10	33,3%	6	20%
Do they retweet?	4	13,3%	20	66,7%	6	20%

Discussion and Results

Inhabitants, a municipality's main publics, are directly concerned and affected by decisions and services of a municipality. Thus, it becomes a must for a municipality to communicate and establish good and mutual relationships with their inhabitants in their public relations practices. For that reason inhabitants' expectations and suggestions for decisions and services are supposed to be known and learned by them.

New media technologies have offered municipalities a chance to publicize their decisions and services to their inhabitants and also offered them some opportunities in terms of learning opinions, thoughts, expectations, and comments of their inhabitants. New media technologies, based on a dialogue, enable two-way communication and interactivity in corporation-public relations.

Turkey's 30 metropolitan municipalities seem to exist on social media environments and almost all of them have their own corporate web pages. However, having web pages and social media accounts do not mean that they are fully and effectively utilizing these new media technologies. According to the results, they are not using these tools in accordance with requirements of two-way communication. Instead, they do use them as one way communication tools through which messages are only conveyed from corporations to publics with the aim of publicity. They publicize their events and announcements simultaneously on their web pages, Facebook and Twitter accounts. They do not communicate or give answers to questions and comments of their inhabitants.

Though metropolitan municipalities in Turkey have web pages and most of them exist on social media environments like Facebook and Twitter, it is impossible to assert that they are using these tools in accordance with requirements of two-way communication. Their adaptation to new media technologies has not been achieved yet and the opportunities enabled by new media technologies have not been utilized fully.

In this communication era with the opportunities of new media technologies, municipalities should use and utilize new communication environments in accordance with two-way communication process that makes publics active rather than one-way communication through which messages are only conveyed from corporations to publics. In order to provide two-way communication with their inhabitants, municipalities should realize the opportunities enabled by new media

technologies and should use them effectively. While having web pages and existing on social media environments like Facebook and Twitter is just a first step, using them in accordance with requirements of two-way communication is the second step for their adaptation to new media technologies.

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Online Relationship Management Practices in Public Relations: A Comparison of Use of Online Press Rooms of Fortune 500 Corporations (USA) and Capital 500 Corporations (Turkey)

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Abstract

Nowadays the general consensus in public relations literature is that public relations is a discipline which focuses on strategically building, maintaining, protecting and managing relationships between corporations and their various publics. Relationship management practices which come into prominence in public relations field centre upon being in possession of positive relationships based on mutually understanding, benefit, and trust between corporations and their publics. New media environments, emerging as a consequence of information and communication technologies, provide corporations with an opportunity to carry out online relationship management practices. Online press rooms, which are able to be reached through corporate web pages, give an opportunity to manage online relationships with media which is an essential public to build relationship and is a mediator to reach other kind of publics such as customers, community, public institutions, investors and others. For these reasons, online press rooms have become even more important for online relationship management practices with media. Within the scope of this study, online relationship management practices of corporations with media public are examined on online press rooms. Sample of the research is top of 50 corporations of Fortune 500 list which was published in USA in 2013 and top of 50 corporations of Capital 500 list which was published in Turkey in 2013. Corporate web pages of these corporations were examined by content analysis method and it was aimed to reach findings which show how online press rooms are used in terms of online relationship management practices. Criteria which put forth by Callison (2003) and Alfonso and Miguel (2006) in their articles about media relations have been selected as baseline of the current study. It has been discussed whether there are differences between two countries or not in accordance with findings which were achieved through content analysis. Findings were achieved through analyzing of online press rooms indicated that corporations do not take advantage of corporate web pages capacities adequately as an online relationship management tool.

Keywords: Public relations, online relationship management with media, online press room

Media Relations: Relations with a Key Public and Mediator of Public Relations Efforts

Together with relationship management paradigm, public relations have recently started to be identified as a discipline which focuses on strategically building and maintaining relationships between corporations and publics based on mutual benefit, good faith, understanding and trust. As a management function, public relations make an effort to build and manage positive and long term relations with various publics. Media as one of these publics has a special attention in public relations field. The reason of this special attention is to be a basic public and also to function as a mediator to reach other publics of corporations. Relationships with different publics (community, public institutions, investors, employees, non–governmental organizations and others) are able to be built, developed, maintained and managed via media.

Different organizations must address a wide variety of constituent audiences, but they share the press in common (Holtz, 2002: 157). For this reason media relations have always drawn attention in the public relations field and as an area of profession it has come into prominence. It is known that corporations are in the need of having a different position compared to rivals, of being in possession of a positive image and managing reputation, of developing mutual good faith with their target audiences and mutual understanding. Corporations must have a positive image on media and explain themselves to other target audiences through mediums like newspapers, magazines, radio and television channels and online communication environments in order to achieve these public relations goals and meet these needs.

Generally, businesses use public relations for a number of specific reasons, and usually in this order of importance (Wragg et al., 2005: 55 – 56):

1. Improving company or brand image
2. Higher (and better) media profile
3. Changing the attitudes of target audiences (such as customers)
4. Improving relationships with the community
5. Increasing their market share

6. Influencing government policy at local, national or international level
7. Improving communications with investors and their advisers
8. Improving industrial relations. While media relations seems to come second, in reality all of these objectives can be assisted to some extent by more favourable media coverage.

Media relations involves managing relationships with the media – all the writers, editors and producers who contribute to and control what appears in the print, broadcast and online media (Bailey, 2006: 312). Media relations can be identified as "the function or process of gaining positive media attention and coverage" (Cornelissen, 2004: 191).

Internet based communication tools which have emerged as a consequence of developments on new communication technologies have put new communication tools into service of public relations. Corporate web pages, e – mail, social media environments, intranet can be taken account as online relationship management tools. To build relationships with publics or to reinforce existed relationships these tools open up an opportunity for corporations. Corporations must make use of new communication tools to possess good relationships with media.

Corporations have taken advantage of classical ways as press release, press conference, press reception and press tour to communicate and develop existed communication with media. Nowadays in addition to these communication ways, corporations draw advantage from new communication technologies as e – mail, corporate web pages and online press rooms (Tarhan, 2013: 227).

Online Press Room As An Online Relationship Management Tool For Media

For public relations practitioners, in order to be of value in the eyes of organizations they serve, they must be able to demonstrate all their efforts to contribute to the goals of these organizations by building long–term behavioural relationships with strategic publics – those that affect the ability of the organization to accomplish its mission (Balmer and Greyser, 2003: 219).

One of the recent relationship management research streams involves the internet's and mediated technologies' effect on relationship management (Levenshus, 2010: 315). Relationship oriented approach in public relations discipline has revealed a new concept. Online relationship management which can be identified as "relationship management practices of corporations at online environments" has become more important to build a positive, long term relationship with publics. E–mail, intranet, blogs, corporate web pages, social network sites, micro blogs are started to be used as online relationship management tools.

Over the last decade, the internet has remarkably changed the way in which companies and institutions communicate and interact with their audiences. The same fact is true for how organizations communicate with the news media, as well as how these media conduct their work nowadays (Alfonso and Miguel, 2006: 267). The World Wide Web provides organizations an opportunity to communicate with a multicity of audiences at a single point in time through one medium, but in a manner that is somewhat customized to each public (Esrock and Leichty, 1999: 465). The use of internet tools and technologies in corporate communication and public relations has been the focus of considerable attention by professionals and scholars for more than a decade. Comparatively little research, however, has been conducted on how practitioners use the internet to facilitate media relations, and most studies in this area focus on the general analysis of websites, and not on whether these websites contain specific areas targeting the media (Capriotti and Herrero, 2013: 414 – 415).

There are some views which suggest that public relations profession is not only about communication. According to these views, public relations profession is about building and developing relationships based on good faith between parties of relationship. Therefore management of corporate web pages reveal both a communication and relationship environment for people and corporations to maintain connection with their publics (Yayınoğlu, 2013: 110).

It is known that corporations are provided with an opportunity by the internet based new communication technologies to build and maintain online relations with media public. Online press rooms, which are able to be reached through corporate web pages, give an opportunity to manage online relationships with media. Online press rooms play a significant role at online relationship management practices since they are specific areas which target the media directly.

Online press rooms should provide journalists to access to essential corporate information and, thereby, serve a media relations function for the corporation (Pettigrew and Reber, 2010: 405). Online press rooms do not only allow carrying out one-way communication from corporation to media. They support two-way symmetrical communication based on a dialogue and an interaction between parties of relationships.

By creating online press rooms, corporations are able to have two-way symmetrical communication with media which is one of the most significant shareholder groups in public relations (Alikılıç, 2011: 80).

Online press rooms as vital tools in terms of online relationship management practices must be designed in accordance with some requirements. Media members could reach online press rooms easily, satisfy their needs of information and interact with public relations practitioners by using online press rooms.

Corporations are able to ensure a perpetual information flow towards media by creating a media centre through corporate web pages. To form a centre for media a main point must be taken into consideration, this service could be seen and reached by media member easily (Okay and Okay, 2009: 142). Key point of creating a functional online press room is to think like a journalist who does not know anything about corporations instead of thinking like a member of corporation (Sayımer, 2012: 141). It is critical for corporations to understand journalists' expectations towards online newsrooms, then revise and improve their usability and content to meet the needs of journalists (Yoo and Kim, 2013: 534).

Public relations practitioners, in the age of internet and digital society, are investing online media relations to make the work of the news media, reporters and journalists easier and more efficient and to achieve public relations objectives and goals. Online media relations is a must for successful public relations. This can be achieved through a well designed and well thought web site with a well structured newsroom, links and various media materials such as press releases, latest news and activities, press releases archive, news clippings, online publications, videos, photo galleries, virtual tours, films and documentaries. Other news, data and information such as company and executives profiles, public relations managers and practitioners contact's numbers and archive of speeches, CVs of executives and photos should be displayed on the company's web site and should be easy to be reached and to be used by journalists, reporters and news media (Kirat, 2007: 169).

Both reputation management and relationship management could be ensured with a planned and constant information flow via online press rooms whose usage potential is unlimited (Çöklü, 2004: 180). Online press rooms contribute to corporations to achieve public relations goals such as having a positive image and managing reputation, developing mutual good faith and understanding with media. Therefore, corporations and public relations practitioners must take advantage of online press rooms to achieve these goals successfully.

However, according to Moon and Hyun, despite recognition of the importance of the use of online resources in media relations, companies have not taken full advantage of the wealth of technological capabilities of the new media (2014: 315).

Aim and Methodology

Aim of this study is to examine usage of online press rooms as an online relationship management tool by corporations and to determine whether corporations take advantages of online press rooms adequately or not in terms of online relationship management practices towards media. Within the frame of the study, online press rooms which are able to be reached through corporate web pages are analyzed in accordance with some principles by using content analysis method. Sample of the research is top of 50 corporations of Fortune 500 list which was published in USA in 2013 and top of 50 corporations of Capital 500 list which was published in Turkey in 2013. These corporations are chosen as sample of research since they are the biggest corporations of Turkey and USA. In accordance with findings which are achieved through content analysis, it is aimed to determine whether there are differences between two countries or not.

Through examination of corporate web pages of corporations it is aimed to reach findings which show how online press rooms are used in terms of online relationship management practices. Criteria which put forth by Callison (2003) and Alfonso and Miguel (2006) have been selected as baseline of the study.

First group of criteria which have used at content analysis are:

-    Number of corporate web pages with online press room
-    Name of the specific area in web pages which targets media
-    Number of clicks required to reach the online press room
-    Registration necessity
-    Communication options with corporation and public relations practitioner

Second group of criteria which have used at content analysis are:

-    Press releases
-    Broadcast releases

- Executive bios / profiles
- Executive photographs
- Annual reports / financial reports
- Quarterly reports
- History of corporations
- News alerts service
- Speeches of corporation staff
- Presentations
- Photographs of corporation
- Press release search engine
- Broadcast release search engine
- Logos of corporation for use in publication
- Press clips
- Media kits
- Philanthropic activities of corporation
- Corporation mission statement
- Corporation vision statement
- Corporation value statement
- Perspective of corporation on current issues
- Video archive
- Photo archive
- Audio archive
- Frequently asked questions section

Corporate web pages of top 50 corporations of Fortune 500 and top of 50 corporations of Capital 500 have been analyzed in accordance with criteria mentioned above between 2nd and 19th of June 2014. Data has been processed by using SPSS 16.0 Programme and transferred to computer environment by codification method. Findings which have been achieved through content analysis have been interpreted by using frequency analysis which takes place in the extent of descriptive statistics.

Findings

In consequence of content analysis which has been carried out to determine how online press rooms are used as an online relationship management tool by corporations, some findings were achieved.

It is seen that while 46 of top 50 corporations of Fortune list possess an online press room, only 31 of top 50 corporations at Capital list possess an online press room. Corporations' preference of different names for the specific area on web pages that targets media draws attention. Findings are shown in the table below for two countries:

Name of the area which targets media	Capital 50 Corporations (Turkey)		Fortune 50 Corporations (USA)	
	Frequency	Percentage	Frequency	Percentage
Press room	18	36 %	4	8 %
Media center	3	6 %	1	2 %
Media relations	3	6 %	0	0 %
Media	5	10 %	8	16 %
Press	2	4 %	3	6 %
News or newsroom	0	0 %	26	52 %
News & Events	0	0 %	2	4 %
News & Media	0	0 %	2	4 %

Non - existence	19	38 %	4	8 %

It requires one click on corporate web pages of 24 corporations in Capital 50 and two clicks on seven corporate web pages in the same list to reach specific area designed for media. At Fortune list it requires one click on 38 corporate web pages, two clicks on seven corporate web pages and three clicks on two web pages to reach the area aiming at media.

At Capital 50 list there is not a necessity for registration to reach online press rooms. However, two online press rooms from Fortune list require registering. Also there are some differences between countries and corporations for communication options with corporations and public relations practitioners. Communication options are shown in tables below:

Communication options (general)	Capital 50 Corporations (Turkey)		Fortune 50 Corporations (USA)	
	Frequency	Percentage	Frequency	Percentage
Corporation in general	36	72 %	16	32 %
Public relations practitioner in general	8	16 %	11	22 %
Public relations practitioner identified by name	6	12 %	23	46 %

Telephone numbers and e-mail addresses are prominent communication options to have an interaction with corporations. A telephone number and an e–mail address of a person responsible for corporate communications and public relations must be located in online press room to maintain media relations. Thus, in case of information request, media members can know who the person is to communicate and interact with.

Communication options (telephone and e – mail)	Capital 50 Corporations (Turkey)				Fortune 50 Corporations (USA)			
	Available		Unavailable		Available		Unavailable	
	f	%	f	%	f	%	f	%
Telephone number of corporation	47	94 %	3	6 %	48	96 %	2	4 %
General mail address of corporation	38	76 %	12	24 %	44	88 %	6	12 %
Telephone number of pr practitioner	8	16 %	42	84 %	25	50 %	25	50 %
E-mail address of pr practitioner	10	20 %	40	80 %	31	62 %	19	38 %

Second group of criteria are used at content analysis to determine which information towards media is shared through corporate web pages and online press rooms to carry out online relationship management practices.

Information towards media	Capital 50 Corporations (Turkey)				Fortune 50 Corporations (USA)			
	Available		Unavailable		Available		Unavailable	
	f	%	f	%	f	%	f	%
Press releases	31	62 %	19	38 %	48	98 %	2	4 %
Broadcast releases	3	6 %	47	94 %	14	28 %	36	72 %
Executive bios / profiles	16	32 %	34	68 %	49	98 %	1	2 %
Executive photographs	22	44 %	28	56 %	44	88 %	6	12 %
Annual reports / financial reports	24	48 %	26	52 %	49	98 %	1	2 %
Quarterly reports	25	50 %	25	50 %	40	80 %	10	20 %
History of corporations	36	72 %	14	28 %	43	86 %	7	14 %
News alerts service	0	0 %	50	100 %	2	4 %	48	96 %
Speeches of corporation staff	0	0 %	50	100 %	20	40%	30	60 %
Presentations	2	4 %	48	96 %	10	20 %	40	80 %
Photographs of corporation	13	26 %	37	74 %	23	46 %	27	54 %
Press release search engine	12	24 %	38	76 %	20	40 %	30	60 %
Broadcast release search engine	1	2 %	49	98 %	9	18 %	41	82 %
Logos of corporation for use in publication	17	34 %	33	66 %	5	10 %	45	90 %
Press clips	11	22 %	39	78 %	8	16 %	42	84 %
Media kits	1	2 %	49	98 %	11	22 %	39	78 %
Philanthropic activities of corporation	27	54 %	23	46 %	43	86 %	7	14 %
Corporation mission statement	31	62 %	19	38 %	39	78 %	11	22 %
Corporation vision statement	31	62 %	19	38 %	41	82 %	9	18 %
Corporation value statement	29	58 %	21	42 %	42	84 %	8	16 %
Perspective of corporation on current issues	16	32 %	34	68 %	10	20 %	40	80 %
Video archive	3	6 %	47	94 %	9	18 %	41	82 %
Photo archive	4	8 %	46	92 %	10	20 %	40	80 %
Audio archive	1	2 %	49	98 %	2	4 %	48	96 %
Corporate publication	10	20 %	40	80 %	8	16 %	42	84 %
Frequently asked questions section	8	16 %	42	84 %	6	12 %	44	88 %

Online press rooms are prominent tools of public relations to manage online relations with media public. All of corporations must have a specific area on corporate web pages which targets media directly. Criteria which have been used at content analysis are seen significant in order to take advantage of corporate web pages and online press rooms adequately as an online relationship management practice. If online press rooms are designed in compliance with these criteria, they are able to be accepted as a source of information by media members.

Findings achieved through content analysis have indicated that top 50 corporations of Turkey and USA do not take advantage of online press rooms adequately as an online relationship management tool. In comparison to USA, only 31 of Turkish top corporations possess online press rooms. Apart from this finding, both of Turkish and American corporations must design their corporate web pages and online press rooms in accordance with criteria which are shown on the tables above.

Discussion and Results

Recently relationship management has come into prominence as a new paradigm at public relations discipline and public relations has started to be identified as a discipline which focuses on strategically building, maintaining, protecting and managing relationships between corporations and their various publics. For corporations being in possession of positive and long term relations with their publics has become more significant and corporations have attempted to carry out public relations efforts that aim at making a major contribution to relationship management programmes of corporations.

It is known that corporations have different kinds of publics such as media, community, investors, public institutions, customers/consumers, employees, potential employees and others. Among these publics media has a different position. It is an essential public to build relationship and is a mediator to reach other kinds of publics. Therefore developing relationships with media is more significant for corporations. Public relations efforts should be applied for managing relationships and being in possession of positive relationships between corporations and media based on mutually understanding, benefit and trust.

Developments at public relations discipline are not limited with a new paradigm "relationship management". Internet based communication tools which have emerged as a consequence of developments at new communication technologies have put new communication tools into service of public relations to develop relationships between publics and to strengthen existed relationships. New communication environments provide corporations with an opportunity to carry out online relationship management practices.

Online press rooms, which are able to be reached through corporate web pages, have come into prominence since they can be used for online relationship management practices to develop and maintain online relationships with media. If online press rooms are designed as it should be, they are able to be accepted and used as a source of information by media members.

In current study online relationship management practices of top of 50 corporations of Capital 500 list and top of 50 corporations of Fortune list with media public are examined in terms of online press rooms. Specific areas which aim at media were examined by content analysis method and it was aimed to reach findings which show how new communication technologies are used in terms of online relationship management practices by corporations.

Findings achieved through analyzing of online press rooms in accordance with some criteria put forth by Callison, Alfonso and Miguel have indicated that top 50 corporations of Turkey and USA do not take advantage of online press rooms adequately as an online relationship management tool.

Turkish corporations must reconsider their corporate web pages and online press rooms in terms of suitability of this criteria and online relationship management practices. A high part of Turkish corporations' web pages do not include press releases, broadcast releases, executives bios / profiles and photographs, financial reports, speeches, presentations, video / photos and audio archives and other criteria. Moreover, American corporations must enhance their corporate web pages in accordance with criteria to take their advantage adequately as an online relationship management tool.

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Psychological Study of Relationship Between Dysfunctional Attitude and Self-esteem in Committing Suicide

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Abstract

Suicide is the act or an instance of taking one's own life voluntarily and intentionally especially by a person who has no aim to continue his/her life. This study is concerned with the case of suicide who wanted to kill herself by means of a bowl of liquid (combination of pesticide, oil and some drugs) with the symptom of low self-esteem. in the case of methodology, The Dysfunctional Attitude Scale (DAS) is used to measure the attitude of the subject. Coopersmith Self-Esteem Inventory is also used for measurement of self-esteem of the subject. Also some interviews were conducted with the subjects' school teachers and family. The results of the study show that the subject has low self–esteem and her cognitive misunderstandings are higher than normal. This study also confirms that high cognitive misunderstandings as well as low self-esteem causes suicide.

Keywords:Self-esteem, Dysfunctional Attitude, Suicide, Zanjan, Mahneshan

Introduction

Suicide occupies a central role in psychiatric researches in recent years. It is defined as the act of intentionally causing one's own death (Amos & Appleby, 2001).. According to the World Health Organization, about 850000 people die by suicide in 2005, making it the 10th leading cause of death worldwide. This number is estimated to increase and reach to 1530000 in 2010 which means one suicide per 20 seconds (Bertolote & Fleischmann, 2002). As far as the statistics are concerned, rates are higher in males than in females, with men three to four times more likely to kill themselves than women.

The high rate of suicide resulted in an upsurge of enthusiasm in scientific analysis of suicide according to the contributing factors. Some experts believe that suicide is often committed out of despair on the one hand and stress factors such as financial difficulties or troubles with peers on the other hand, often play a role. Two of the most influential factors regarding committing a suicide are low self-esteem and dysfunctional attitude.

Heknin et al (2010) points out that divorce, financial problems as well as troubles with families among young people are the most crucial factors regarding suicide. Buterize et al (2011) believe that financial difficulties and troubles with interpersonal relationships are the most important factors regarding suicide. Researches in Iran show that family problems, unemployment and financial difficulties are the most important factors that cause suicide among people. According to Rezayee et al (2011), suicide rate is increasing in Iran thanks to the following factors; family problems, marital problems, unemployment, struggles with relatives and some psychological disorders.

According to recent psychology researches, positive thinking and positive points of view persuade people to be optimist and hinder them to even think about suicide. for an instance Elis (1973) classifies people into two groups as rational and irrational and believes that their difference derives from their point of view. According to Elis, human behavior influences his cognition as well as his emotion; Elis (1973) also believes that human cognition can change his behavior (Kelark, 1962, quoted by Kaviani). Ineffective thinking representation and weak cognitive structure occurs when a negative event challenges ineffective schema and injured self-esteem leads to intolerance for the person that causes harmful mental and physical effects (Beck, 1976). Experts believe that self-esteem plays a very important role in having a successful adulthood. Some other researchers have shown that there is a direct relationship between self-esteem and mental health and despair (Amos, 2001) and self-esteem as well as personal effectiveness (Bertolote, 2002). Some other experts believe that self-esteem also plays a role in emotional, social and psychological adaptation. (Biabangar: 2001)

Self-esteem

Self-esteem is a widely used concept both in popular linguistics as well as in psychology. It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). According to Fahiashtiani (2009) self-esteem is a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.

 Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame.(Hewitt, J. P. (2009). Smith and Mackie define it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." (Smith, E. R.; Mackie, D. M. (2007). Self-esteem is sometimes defined as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. But the most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude toward the self (p. 15).

Significance of the study

Review of literature shows that few works have been reported regarding the relationship between self-esteem, dysfunctional attitude and suicide in Iran especially in Zanjan province. As far as literature review is concerned no work has been done in Mahneshan country of Zanjan about committing suicide and its relation to self-esteem dysfunctional attitude.

This study aims to consider the relationship between dysfunctional attitude and self-esteem in committing suicide. It also attempts to address the intricate relationship between low self-esteem and cognitive misunderstanding in committing suicide. More specifically this study aims to answer to the following research questions:

1. Can self-esteem prevent from committing suicide?

2. Is there any relationship between dysfunctional attitude and committing suicide?

3. How can we prevent from committing suicide?

Method

Subject

Eleven partners, who were present in the court of law for divorce in Mahneshan which is located in province of Zanjan in Iran, were chosen as the target group of the study. A sixteen-year old female who has committed suicide is chosen as subject of the study.

Instrumentation

A: A clinical interview based on DSM. IV. TR:

Based on The Diagnostic and Statistical Manual of Mental Disorders (DSM.IV.TR), published by the American Psychiatric Association, which offers a common language and standard criteria for the classification of mental disorders, a clinical interview is designed to gather data. The mentioned clinical diagnostic interview is done in two 40-mintute sessions, since there were cultural and geographical limitations.

B: Coopersmith Self-Esteem Inventory

Coopersmith designed SET according to Rogers C.R, & Dymond, R. F (1954).This scale contains 58 items which 8 items (items 26,32,36,41,45,50,53,58) are scales. SET has four subscales called general self-esteem, family self-esteem, social self-esteem and professional self-esteem.

C: Dysfunctional Attitude Scale (DAS):

The Dysfunctional Attitude Scale (DAS) is designed to measure the attitude of the subject. Dysfunctional beliefs measurement in depression was introduced by the development of the Dysfunctional Attitude Scale (Weissman and Beck 1978). The DAS was originally designed as an scale to show a general cognitive vulnerability factor to depression. However, there is some evidence to suggest that individuals vulnerable to depression may have dysfunctional beliefs only in a few, but not all, areas of their lives (e.g., Dyck 1992; Power et al. 1995, 1994; Sheppard and Teasdale 2000). Beck (1987)

proposed that specific dysfunctional beliefs will interact with particular stressors. Therefore, it is important to focus on specific rather than general dysfunctional beliefs, in research and clinical practice. If the DAS is to be used as a marker of specific vulnerabilities, subscales of the DAS measuring specific patterns of maladaptive thinking need to be identified.

The original form of the DAS, which consists of 100 items, has been refined into two 40-item parallel forms (i.e., DAS-A and DAS-B) by Weissman & Beck (1979). Each item is scored from 1 to 7 which 1 is the lowest rate and 7 is the highest rate. Also, as far as The Dysfunctional Attitude Scale (DAS) is concerned, items 2,6,12,17,24, 29,30, 35,37 and 40 are calculated vice versa which means 1 is the highest rate and 7 is the lowest rate. According to DAS, 40 is the minimum and 280 is the maximum. Each number is shown with its meaning in the following:

 completely agree: 7, very agree: 6, agree to some extent: 5, I have no idea: 4, disagree to some extent: 3, very disagree:2 and completely disagree:1.

Findings

Findings of the present study show that the subject of the study had some problems in her school ages with her peer group. Interviews with her relatives declare that she had the same problems with her husband after marriage. The results obtained from questionnaire (Fathiashtiani:1995) in table 1 shows that the subject has got 26 in self-esteem which resembles low self-esteem. It should be noted that 50 is the highest score according to Fathiashtiani (1995) in self-esteem.

Table 1. self-esteem marks

Self-esteem	mark
Low self-esteem	26 and lower
Average self-esteem	27-43
High self-esteem	43 and upper

The total of self-esteem is obtained by summing up general self-esteem, family self-esteem, social self-esteem as well as professional self-esteem.

Table 2. Detailed self-esteem marks

Scale	Mark
general self-esteem	16
family self-esteem	3
socail self-esteem	5
professional self-esteem	2
lie scale	3

As it is seen in table 1 the subject has obtained 26 in self-esteem which shows low self-esteem. This finding of the study is in accordance with the work of Albokordi et al (2010). This study also shows that low self-esteem seems to influence marital relations. More specifically it can be said that low self-esteem leads to committing suicide of the subject of this study. Also all four subdivisions of self-esteem namely, general self-esteem, family self-esteem, social self-esteem and professional self-esteem have direct relationship with forming self-esteem in general.

Regarding DAS, table 3 shows the results:

table 3: DAS results

Scale	Total

Vice versa	58
Perfectionism	75
need for social approval	42

As far as data analysis of DAS is concerned, the total mark of the subject is 175 which means a high mark that shows high cognitive misunderstanding as well as low adaptable beliefs. in another word, it can be noted that the subject faces cognitive misunderstanding that has caused her to commit suicide. This study is in accordance with Rezayee et al (2011) as well as Golding (1999).

To answer the research questions, it can be said that: regarding the first research question, 'Can self-esteem prevent from committing suicide?', the answer is yes. Since in this study, the subject has low self-esteem that caused her to commit suicide. for answering the second research question. 'Is there any relationship between dysfunctional attitude and committing suicide?', the answer is yes again. Since in this study, the subject has high cognitive misunderstanding that caused her to commit suicide. and finally about the last research question 'How can we prevent from committing suicide?', it can be pointed out that with increasing self-esteem and decreasing dysfunctional attitude, one can prevent from committing suicide.

Limitations of study

The most important limitation of the study is the fact that medical and clinical records of the subject of the study were not available. Also cultural issues made some problems for holding interviews with the subject.

Suggestions

According to the findings of the study, fallowing suggestions are presented:

- More works should be done regarding suicide and contributing factors.

- Quantative and qualative researches are suggested to be conducted.

- Some educational sessions should be held before marriage for the couples.

- Clinical centers should be more active.

- Knowing and researching dysfunctional attitude, self-esteem and contributing factors.

- Preventing from transition of dysfunctional attitude and low self-esteem to next generation

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ATTITUDES AND COSTUMER BEHAVIOUR

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Abstract

An attitude may be defined as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object. Financial capability encompasses the knowledge, attitudes, skills and behaviors of consumers with respect to managing their resources and understanding, selecting, and making use of financial services that fit their needs. The indicators on this page measure main aspects of financial capability, some of which refer to attitudes and motivations (e.g. attitudes towards the future, impulsiveness, etc.), others to behaviors (e.g. budgeting, saving, choosing financial products, planning for old age, etc). In the papers we will examine consumers, attitudes, reactions to their products liked, why they are liked them, as are attitudes toward their products? As the main theme, we will have to finance consumer behavior, as consumers react during fluctuations (increase) the prizes. During this presentation we will talk in detail about product loyalty (attitude towards loyalty) and disruptive loyalty. The nature of attitudes Attitudes vary in their strength Not all attitudes are the same, some consumer attitudes are stronger, some are volatile, has to do with loyalty Attitudes reflect a consumer's values Consumer attitude towards our product, shows its values for the company, he would make a good campaign for the product, as has its influence environment etc.. Attitudes are learned because consumers are learning to buy that product without changing the brand (in some cases, not because they trust more, is that the products are grown with it and never had, any situation that to change Different situations influence attitudes. A bad experience with the product or service can change consumer attitudes.

Keywords: attitudes, costumer behaviour, marketer, behaviour, belifes.

Introduction

Businesses and social agency have succeeded in turning behavior between changing attitudes toward the product, service or activity.

The researchers focused on research on the behavior of estimate consumer attitudes through questions that they direct the customer and the conclusions they draw from their behavior. for example, if the applicant provides on the basis of the question, the customer uses the product continuously to the skin care brand NIVEA and recommends them to his friends then this applicant can reach a conclusion that the customer has a positive attitude towards products NIVEAs. On the other hand, this example shows that attitudes are not directly continuous but can be concluded based on what they say or how consumers behave.

Attitude is an organization Sustainable motivational processes, emotional, perceptual and cognitive regarding some aspects of our environment.

It contains learning readiness to respond in a way inconsistent manner favorable or unfavorable about a product / service given. But of course depending on the produkit research will try to be a very special product, for example if you are interested in consumer attitudes towards brands of laptops, brands can include HP APPLE SAMSUNG LENOVO ETC.

Attitudes are learned. This means that attitudes are related to purchasing behavior that is created as a direct result of the experience with the product information that is transmitted divided others, exposure to advertising media, internet and other forms of marketing directly in.
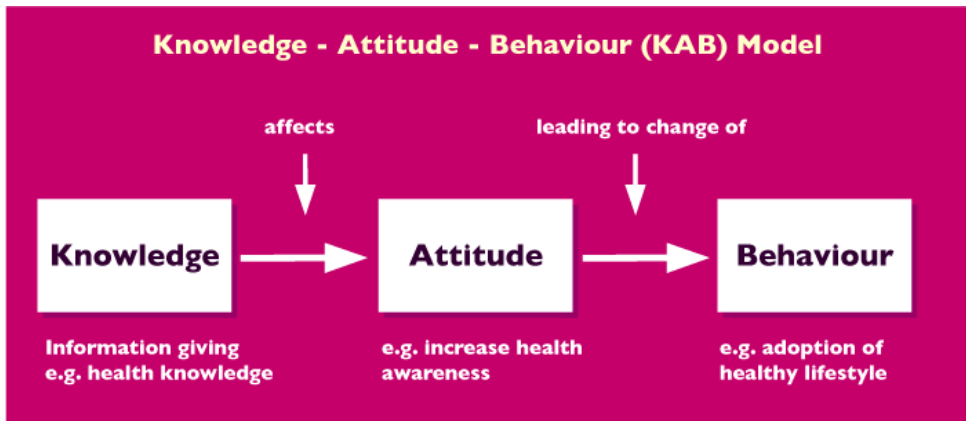
It is important to distinguish between attitudes and behavior. They are not synonyms of each other, attitudes may result from behaviors. They reflect the assessment are favorable or not favorable to an object. As an acquired predisposition or readiness, attitudes have a motivational quality, which means they can set in motion, a consumer towards a particular behavior or repel consumers from a particular behavior.

FIGURE 9.1 The relationship between the elements of attitudes
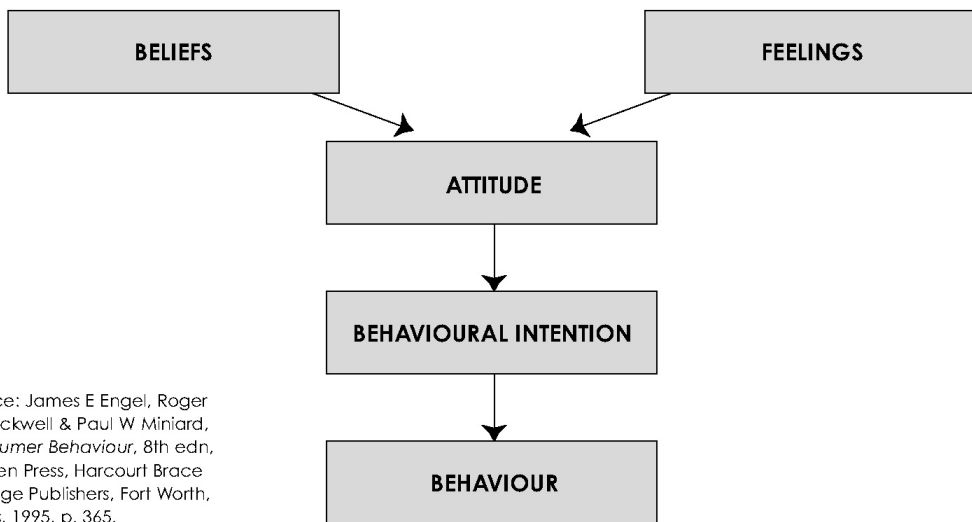
Source: James E Engel, Roger D Blackwell & Paul W Miniard, *Consumer Behaviour*, 8th edn, Dryden Press, Harcourt Brace College Publishers, Fort Worth, Texas, 1995, p. 365.

But, on the other hand, attitudes are relatively way inconsistent with the behavior they reflect (this does not mean that they will not change, contrary). Their behavior is similar consumer with their attitudes. for example, if a customer the Albanian, says, that prefers electronic ploduktet German, than the Chinese, the possibility is that this customer to buy a German brand, when we have a need for an electronic product. in other words, consumers are free to act as they wish, and we would anticipate that their actions will be consistent with their attitudes. Referring again to the example above, the customer can find a video recording machine to a very special Chinese brands which may constitute a cost-effective choice than the German. You can say that the cost may affect consumer performance. Although this can happen very rarely, because the country of origin for products of the white, is a very strong push, and in most cases even crucial, in choosing prouktit. for

most consumers, fear change maken (country of origin) for products that cost, taking into account the direct experience with the product. If the experience has been good, in 90% of cases will be bought the same products, the opposite is true. As regards products, daily consumption and hygiene, consumers can not stay loyal to some products, even if the cost in question, sometimes the desire to try something new.

Referring to the definition of attitudes again noticed another important element as are situation or environment. Namely that attitudes are found within a given situation. This means that events or situations in a moment, affect certain time in relations, Amongst attitude and behavior. in a situation of special can happen that the consumer behaves in a way inconsistent with his attitude. for example, assume that a consumer who constantly changes, eyeliner brands that use. Even though her behavior may include more as a negative attitude, that frustration, that it proves to brands, currently, it can be affected by a very special situation as in some cases the desire to save, in some cases to spend more, that product X is the most expensive brand, but good. in some cases something with bio etc etc.. This means that consumers can have some attitudes in connection with a very special behavior that is happening, each in a situation of special. Another example, a customer may feel good to eat lunch at Mc Donald, but not dinner. But if he will be in a hurry and wants to spend less time for dinner, the customer can turn to Mc Donald. A customer means that this attitude has changed? I can not say exactly, probably yes. It is important to understand how consumer attitudes differ from one situation to another.

Attitudes individuals being served for four basic functions: (S. costumers S. loca)

The function of recognition, some consumer attitudes serve primarily as a tool for organizing beliefs about products, and activities such as, trademarks and acquisitions. These attitudes may be appropriate or not in connection with the reality of produrti. for example, a customer stays in connection with cola drinks (Coca Cola and Pepsi) can be "they have the same taste." This customer has the opportunity to buy any brand, being influenced by the situation, or environment of the moment.

Function value, said other positions, which are created and serve to express individual core values, and the concept of self. So, to consumers who value nature and abientin affects value creation on products and activities are in no way inconsistent with these values. These consumatore not think only for pleasure but believe the product offers for the environment. They can take something is recyclable and what to buy those products, which today are termed "green". Funsioni utilitarian, this feature is supported on the conditioning operating. We try to shape attitudes favoriurese, to products and services that are "ministers" and stay negtiv, to those who are not such. Marketers constantly promising services, with their publicity, and manage extensive product testing, to be sure that their products are real-servers.

Protection function ego. attitudes are often created to protect egos, and our images, against the risks and contingencies. Products that are promoted that very masculine, can be seen in the manner favored by those who, not sure with their maskulutetin. This happens, since they are not safe, either in their appearance are biased and marketers have been able to perceive, and to give self-confidence in their products. or individuals who have certain problems, and do not feel better in social situations may form favorable attitudes toward products and brands that promise success in such situations. These individuals are likely to create favorable attitudes, towards popular brands and styles of dress, use of personal care products such as oral hygiene solutions, anti dandruff shampoo etc..

A certain attitude can perform different functions, where a man can dominate over another. Marketers must have a broad information on the function of attitudes, in relation to the purchase and use of their brands in order to reach the target market. Not all products have an open market, almost every company has a target, a target market. Not every age use the same products. for a brand marketer who, as the market have a certain target, in connection with their products, for it is less important to deal with the other taget. for them it is important to deal with their targati. If a shampoo is meant for colored hair, marketers should have information on their market, because it is very small chance that this shampoo to be used by those who do not have colored hair.

The models attitudes

Being motivated by the desire to understand the relationship between attitudes and behavior. psychologists are trying to constructing models that build on the dimensions of attitudes. We will examine two models threeelements of the model, the make, model multi-attribute.

Knowledge element, element emotional, behavioral element

Knowledge element consisting of consumer confidence on a produrti or scheduled service. Susceptible individual recognitions and perceptions of knowledge gained from a combination of direct experience that, in connection with a related products and information that, powered by different sources. It is precisely this knowledge, and consumer perceptions that manifest themselves in the form of beliefs, which means that konsuamtori believes that the product possesses different attributes, and a very special behavior will lead to results determined. for example, we believe that Cola Zero, almost no calories, caffeine permabne, is competitively priced and produced by a large company. General Configuration about this brand, introduces the element of Knowledge of an attitude towards Cola Zero.

Beliefs. The first component is beliefs. A consumer may hold both positive beliefs toward an object (e.g., coffee tastes good) as well as negative beliefs (e.g., coffee is easily spilled and stains papers). in addition, some beliefs may be neutral (coffee is black), and some may be differ in valance depending on the person or the situation (e.g., coffee is hot and stimulates--good on a cold morning, but not good on a hot summer evening when one wants to sleep). Note also that the beliefs that consumers hold need not be accurate (e.g., that pork contains little fat), and some beliefs may, upon closer examination, be contradictory (e.g., that a historical figure was a good person but also owned slaves).

Since a consumer holds many beliefs, it may often be difficult to get down to a "bottom line" overall belief about whether an object such as McDonald's is overall good or bad. The Multiattribute (also sometimes known as the Fishbein) Model attempts to summarize overall attitudes into one score using the equation

$$A_b = \sum_{i=1}^{n} W_i X_{ib}$$

That is, for each belief, we take the weight or importance (Wi) of that belief and multiply it with its evaluation (Xib). for example, a consumer believes that the taste of a beverage is moderately important, or a 4 on a scale from 1 to 7. He or she believes that coffee tastes very good, or a 6 on a scale from 1 to 7. Thus, the product here is 4(6)=24. On the other hand, he or she believes that the potential of a drink to stain is extremely important (7), and coffee fares moderately badly, at a score -4, on this attribute (since this is a negative belief, we now take negative numbers from -1 to -7, with -7 being worst). Thus, we now have 7(-4)=-28. Had these two beliefs been the only beliefs the consumer held, his or her total, or aggregated, attitude would have been 24+(-28)=-4. in practice, of course, consumers tend to have many more beliefs that must each be added to obtain an accurate measurement.(Lars Perner, Ph.D.Assistant Professor of Clinical Marketing)

Emotional element

Our emotional feelings or actions toward a product, represent the emotional element. Konsuamtoret emotions can have good or bad about a product, positive or negative. The customer who declares that "I like Cola Zero", said to them, emotional outcome of a product. When the customer says "Cola Zero has a bad taste" includes a negative reaction to the special aspects of the product.

Consumers can also react in different situations., for example, "Cola Zero, has caffeine" and caffeine will not let me sleep. These beliefs can cause a positive reaction when Consumatori need to stay awake for long has to work, and on the other a negative reaction when we want to drink that evening will be set up later to do tomorrow. Some individuals may have a positive attitude regarding faith that "Cola Zero is produced by a more multinational companies" while the other may react negatively, the company has won the trust and produces everything. etc.

Element behavior

Behavioral element, the reception to react in a certain way towards a product characterized by individual activities during the reception to undertake a certain action or behave in a particular way towards a product. Many decisions to buy or not to buy Cola Zero, or for it to rekaomanduar or friends or any other trademarks, may reflect behavioral component of an attitude. element enables trends reactive behavior, or behavioral intentions. Our actual behaviors reflect these goals, as long as they are modified by the situation in which the behavior grappling.

FIGURE 9.2 The tri-component model of attitudes
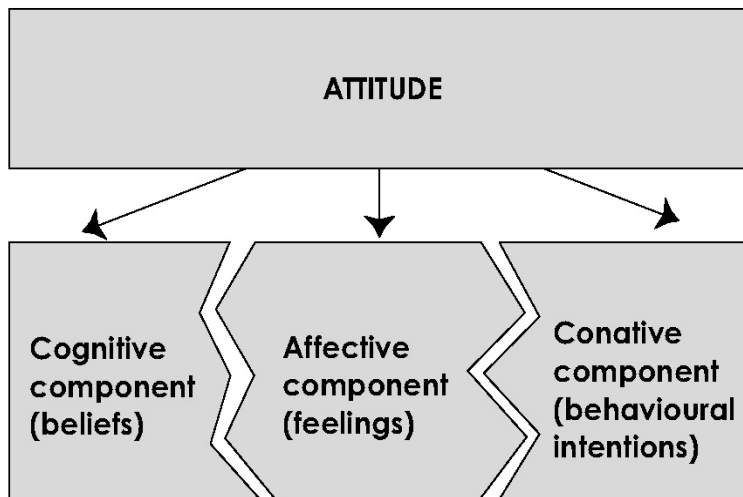
Source: James E Engel, Roger D Blackwell & Paul W Miniard, *Consumer Behaviour*, 8th edn, Dryden Press, Harcourt Brace College Publishers, Fort Worth, Texas, 1995, p. 364.

Fishbein's multi-attribute model of attitudes (s. Show Internet)

Assumes that attitudes often have many attributes that influence them

(The tri-component model assesses a person's attitude to only one attribute of the attitude)

Differs from tri-component model in 4 main areas:

Focuses mainly on the affect component

Considers the strength of multiple attributes

Suggests that attitude affects intentions and this leads to behaviour

Measures strength of attributes

Fishbein's multi-attribute model of attitudes

Attitude identification involves:

Identifying the attitude

Determining consumer intention, based on their attitudes

Predicting behaviour based on intentions

Attitudes and Marketing Strategy

Market research to track changes in attitude over time and for brand comparison

In new product development - focus on preferred attributes

In segmentation - focus on those attributes which particular segments favour

In helping tailor promotional strategies and in measuring the effectiveness of promotions

(slide show from internet)

Why, From a Marketer's point of view, is it important to know about Attitudes?

If a consumer is favorably disposed towards your product or service (i.e. has a positive attitude) then you want to keep them so disposed.

If they are unfavorably disposed or neutral then you want to change their attitude.

Conclusione

Once the well explored consumer attitudes distinguishing between behavior, their elements, their models, etc will make a Table of contents, with extensive showing almost all the factors that affect a consumatore attitude.

Will answer the questions:

1. Why consumers, the stand, loyal some products, although to some not?

2. and what are the circumstances that determine product purchase?

1. The purchase of a product We are part of almost all of elements of consumer behavior, nowadays one of the most important are finances, family life style etc. perception. in the days of the products already see today what's going to become more expensive, the amount of money being lost. There are some products which customers are accustomed to, and they take almost instinctively, and not think to change because they are satisfied with the product offering. Perhaps it is the shtrenjeti, but konsuamtoret are used to have, and in such cases, difficult to change consumer attitudes. Only by making a promotions directly in, showing the advantages of your product, which he uses against him. But no one was sure that he can buy that product again, he can buy but can also be returned to his old product. Some consumers are labile, and pelqejen you make changes and to prove in some cases new products, in some cases finances, those who impose the purchase, etc..

How to create buyer?

Us to know that our buyers who are. Need to create a target market, previously well explored then those things, you belong, and that are important to our customer.

Should recognize culture trailer, in order to know that you have to produce. Mustrecognize our reference group, an integral form of these companies.

Once that know and understand the things of pergjidhshme society must begin to recognize the style of our customer's lives, needs trailer, financial income. Once we have done this research, we simply need to show the customer that you have a need, should motivate them to buy your product. Once you have achieved this, we created a new buyer or a

consumer.
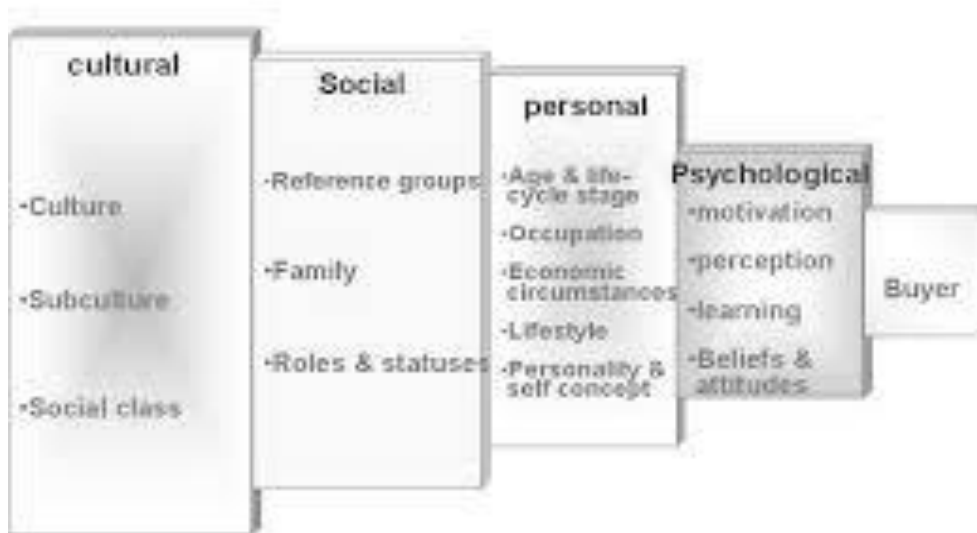
(internet)

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Analyzing the Role of University Industry-Collaboration to Regional Development: The Case Study of Bursa Region in Turkey

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Abstract

This study examines the contributions of university-industry collaboration to regional development. Regional development that becomes possible through allocation of the regional resources to technology development efforts provides competitiveness. in addition, university-industry collaboration is a vital centre of competence to help tackle social challenges and drive regional development. When companies and universities work in tandem to push the frontiers of knowledge, they become a powerful engine for innovation and economic growth. Due to having limited R&D capability and human capital university-industry collaboration is the main source of the innovative skills trigger the regional development and provides competitive power in the developing countries. This study aims to address the challenge of bridging the industry-university in regional development process and analyzing university-industry connection problems from local firms' perspectives in Bursa region, Turkey. University-industry collaboration is the main important driving force for Bursa economy, a bridge between Istanbul and South Marmara region and an old city that has strong industrial infrastructure in Turkey. It has a great potential to become a competitive region because of the fact that it has many innovative firms clustered under different sectors. Some technological spillovers, provided by breakthroughs in Bursa economy, will enable to the creation of an innovative region from South Marmara. To reach the success in this process, an interfaced institution which construct and coordinate university-industry collaboration have to be developed. in this study, university-industry collaboration is evaluated from the viewpoint of firms. A structured questionnaire was formed through a literature survey. The main population of this research consists of manufacturing industry in Bursa region, Turkey. The data was collected from selected manufacturing firms in order to evaluate the challenges and the expectations of these firms. Based on the obtained results, policy alternatives that aim to develop university-industry collaboration more effectively in the region were also discussed. [1]

Key words: Regional Development, University-Industry Collaboration, Bursa Economy

Introduction

This paper deals with a conceptual framework of regional development and industry-university relationship. University-industry collaboration has been considered an important mechanism for building up innovation capacity. in regional innovation systems, interaction between firm, universities, and research institutes has a critical impact on innovation processes and performances. The strong linkage between them has become a determinant factor leading to the success of industrial innovation and been vital for regional competitiveness. According to innovation system approach, new technological opportunities are created via synergies by bringing together different technological, social and institutional competencies. High education institutions play major role in this synergetic process. Due to insufficient R&D facilities of developing economies, technology transfers from university are the main source of technological development to latecomer firms. Effective knowledge sharing between public science and industry is recognized as one of the cause sustainable

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economic performance. Project cooperation between research institutions, industry and long-term partnerships in networks of excellence where industry and research institutions pool their resources, and improved knowledge transfer between public research and industry contribute effectively to the effective knowledge sharing between public science and industry (Leydesdorff & Etzkowitz, 2001). Extensive university-industry relationship can contribute to improve technological capabilities of industry. These successful relationships are the most important factor for industrial upgrading in less developed economies.

Given the context, this paper explores the dynamic nature and reality of university-industry collaboration in Bursa region of Turkey. This region is defined as an old industrial area which is based on low and middle technological intensive sectors such as clothing, food, furniture, automotive supplier etc. and weak university-industry collaboration. The case could analysis explains whether region have transformed to globally competitive regions over time, through the investigation of how interactive learning for innovation between university and industry has been developed and pursued successfully. This study consists of three subsections. First section deals with the role of university in regional development process. Second section is dedicated to explain data gathering process and results of empirical analysis. in conclusion, an assessment has been made on university-industry relationship and main propositions for policy framework are discussed.

Role of University-Industry Relationship in Innovation Systems and Regional Development

System of innovation has emerged as a new topic on the research agenda of innovation studies in the last decade. Concept on innovation system has changed the analytical perspective about innovation from linear model to systematic view of interaction among different actors. Second generation innovation studies, called system approach, emphasize on the importance of not only understanding the creation of technology, but also its diffusion and utilization (Geels 2004:898). in addition, system approach analyzes economic and technical changes which primarily focus on the flow of knowledge, institutional environment and interacting actors. According to this approach, the accumulation of knowledge within firms or by individual entrepreneurs is not independent from external sources. It is pointed out that innovation does not only emanate from firm activities, but also from supplier of materials, interaction of firms and instituons such as universities and research centers. Lundaval (1988) developed the concept of learning by interactions to reflect these complex interactions in his leading study on systematic approach. in addition, learning by interactions has become a crucial notion that can be used to understand novelty creation in networks. System approach, in which the innovation network is the main factor, can be handled in different levels such as national innovation system (e.g. Freeman, 1987; Lundval 1992; Nelson, 1993) regional innovation system (e.g. Cooke, 2001; Cooke, 2008) and sectoral system of innovation (e.g. Malerba, 2002, Malerba, 2003, Breschi and Malerba 1997). in system, economic success of particular innovations is dependent on the actions of other firms and organizations (Beije 1998:270). Innovation networks have three components which are actors, activities and resources.

in evolutionary perspective, co-evolution is a crucial concept for understanding system dynamics. in opposition to the evolutionary theory of economic change of Nelson–Winter stemming from Darwinian natural selection mechanism in co-evolutionary approach argued that not firms but coordination mechanisms are evolving systems. in biology, co-evolution is the mutual evolution influence between two species. Each part in a co-evolutionary relationship exerts selective pressures on the other, thereby affecting each others' evolution. in a co-evolutionary model of innovation system, two sub dynamics are assumed to operate upon each other and thus the variation in interaction is prestructured (Leydesdorff and Meyer 2006:1446). Changing may lead to improvements of existing technologies or introduction of new technologies. By means of new technologies, policy makers may develop new rules to regulate it and user may develop new behaviors. The consequence of these multiple interactions is that key elements of innovation system coevolve (Geels 2004:909). in sum, innovation systems consist of interactions among actors and co-evolving subsystems.

High education system is the key component of innovation systems. Due to transformation from an industrial society to a knowledge society and a global knowledge economy is characterized by the increased importance of knowledge; functions of university have changed since last two decades. Besides traditional functions such as training and basic research, universities have begun to play entrepreneur role in the knowledge-based economy. Today's knowledge economy, knowledge produced by R&D, and inventions created in universities and industrial laboratories are creating the so-called knowledge industries. and universities have become the main partner of these knowledge industries. Hence The Entrepreneurial University is a central concept to new type of university industry relationship. As firms raise their technological level, they engage in higher levels of training and knowledge sharing. As universities develop links, they can combine discrete pieces of intellectual property and jointly exploit them. The academic 'third mission' aim to go beyond traditional missions of teaching and research of University. The Entrepreneurial University also has an enhanced capacity

to provide students with new ideas, skills and entrepreneurial talent. Students are not only the new generations of professionals in various scientific disciplines, business, culture etc., but they can also be trained and encouraged to become entrepreneurs and firm founders. in addition entrepreneurial universities are also extending their capabilities of educating individuals to educating organizations, new modules such as science parks, academic spin-offs, incubators and venture capital firms and new interface institutions namely Technology Transfer Office (TTO) , Technology Licensing Office (TLO).

 in the other hand impact of global shift (e.g. Dicken, 2007) on the national economies made to change concept of regional economy. Starting from 1980's the literature on regions started to focus on transformation of industrial geography of global economy and new types of production organization. During this period the role of regional economies in national and global scale has been popularized by pioneer study of Piore and Sabel (1984). After this theoretical contribution, new concepts namely increasing return, positive externalities, regional agglomeration have turned out to be the main academic topics about regional economy (Fujita and Krugman, 2004). This trend was consolidated by innovation system approach in late 1980's and Regional Innovation System (RIS) approach has become the most considerable analyzing tool about regional development. Cooke et. al. (1997). argues that RIS concept allow the analysis of the regional scale of economy which is the vital for designing new development strategies. According to RIS approach, the interactions among actors such as universities, local government, local non- firm organizations, firms, financial institutions are crucial for quality of the whole system (Cooke,2008)

 This perspective corresponds to Triple Helix model that is the potential for innovation and economic development in a knowledge economy. Triple Helix model provides way to understand how generate new institutional formats for the production, transfer and application of knowledge (Etzkowitz 2008; Etzkowitz and Leydesdorff, 1995). Moreover, Triple Helix theoretical and empirical research has grown over the last two decades that provides a general framework for exploring complex innovation dynamics and for informing national, regional and sectoral innovation. Universities increasingly become the source of regional economic development and academic institutions prompt to regional stakeholder for making regional development vision.

 Policies pursued by regional governments can enhance the economy via improving technological capability and competitive advantage (Lagendijk and Cornford 2000) . University-industry relationship by promotion of cooperative practices among actors, prompt regional economic development. Hence regional policy makers must take account of quality of lineages between local university and industry (OECD, 1999)

Data and Method:

 The study obtains benefit from the data which was collected from 150 firms in which operate Bursa region, Turkey by using random sampling method. Within the sample, the major business activities are the automotive supplier industry (35 percent of firms) followed by machine manufacturing industry (23 percent of firms) and metal industry (17 percent of firms) and cloth manufacturing and textile industry (15 percent). 3,3 percent of sample firms operate in construction sector. Service firms (security service, health etc) has a minor part of sample (only 5 percent)

 During the data collection process, employees of a professional research firm have interviewed with top managers (e.g., manager, production managers) of these firms on telephone. The scale, employed in this study, was prepared from literature review. Then, the scale was presented to two managers who have worked in the academic industry joint research for many years and two experienced academics. After some minor changes in terms of advices coming from manager, engineers and academics,

Results:

 The main aim of this study was to evaluate the university-industry relationship activities of firm operating in bursa region and analyze potential benefits and expectations of firms from university-industry collaboration. for this purpose, quantitative research method was preferred and data was gathered from firms by using questionnaire. and this data was analyzed via using SPSS packet program.

 Sample firms consist of micro-sized enterprises (% 26,7), small medium-sized enterprises (% 38,7) medium-sized enterprises (,% 21,3) and big-sized enterprises (%13,3).Results exhibit that 34,7 percent sample firms carry out in-house R&D activities and 34,7 percent firms. Firms were asked to evaluate their innovational activities in last three years. Results show that 59 percent firms in sample are innovative. It is clear that external source such as public R&D supports, staff training supports is vital factor for innovation process. As it is commonly accepted innovation activities require large amount

of funds and it is impossible to fund these activities by the firm's internal source only. 30,7 percent firms which answered the questionnaire benefit from external support namely TUBİTAK (The Scientific and Technological Research Council of Turkey), KOSGEB (Small and Medium Enterprises Development Organization) etc. When 57 percent firms use KOSGEB support, 42 percent firms benefit from TUBİTAK supports. Regional Development Agency provides external support for 8 percent firms.

Results of Types of university-industry relationship were exhibited in Table 1.These results show that the most common University-Industry Relationship activities are university student internship facilities. These facilities not only provide to student learning opportunities, but also firms benefit from students' workforce. The second most widespread facilities are Joint R&D Research. This linkage plays a critical role for firm which is aim to technological upgrading. and firms that want to benefit from public funds for their R&D project prefer to join research project with university. These joint projects simplify to fund firm's R&D research. These opportunities encourage to firm for building linkages to university. After establishment of Technology Transfer Office (TTO) in Uludag University, the oldest and the biggest university of the region, these joint research activities have increased. But neither firm use of university patent and benefit from science park facilities. This result reflects weak linkages between industry and university for advanced technology development activities. 33 percent firms in sample benefit from consulting. Firms found consultant scholar via using face to face relationships owing to lack of the interface organization. The results in Table 2 show the potential benefits of university-industry collaboration to industry and university from firms' aspect. These results explain how firms perceive the potential benefits of university-industry collaboration in regional context. Most of firms recognized potential benefits of university-industry collaboration. According to sample firms, when the highest benefits of university-industry collaboration to industry are early access to current research the highest benefits of university-industry collaboration to university are Internships for students.

Discussion & Conclusion:

University-industry collaboration has been considered an important mechanism for building up innovation capacity. in regional innovation systems, interaction between firm, universities, and research institutes has a critical impact on innovation processes and performances. The strong linkage between them has become a determinant factor leading to the success of industrial innovation and been vital for regional competitiveness. in Turkey, since implementation technological promoting strategy in 2000, collaborative innovation between public and private sectors has been promoted vigorously by a series of government's science and technology (S&T) programs to optimize the diffusion and utilization of new knowledge. As a result, there has been a growing recognition that many Turkish enterprises have participated in collaboration with science sector—research institutions and universities—through joint R&D projects, technology licensing, consulting, internship, and so on. But university and industry collaboration is not reach sufficient intensive level which provides high technology transfer to firms. This supply side technology polices aiming reducing cost and uncertainty of R&D facilities for firms have became the main motivation of firms to begin joint research with university and other research institutions such as TUBİTAK (The Scientific and Technological Research Council of Turkey), TTGV (Technology Development Foundation of Turkey).

Study results show that many firms expect great benefits from industry university linkages for both industry and university. Due to weak linkages and network facilities between regional actors (firms, local government, university scholars), this potential benefits have not became reality. On the other hand university-industry relationship facilities intensified traditional types such as consultancy, university student internship. Companies of region industry have different technological capabilities but they do not have sufficient relations with the universities in technology developing. Especially, long term partnership researches and activities of technology development regions are low. Establishing more intensive relationship to academia makes firms more competitive. for this reason all late comer firms should focus on university based technology project.

Bursa region is the most important industrial center of Turkey. Because of historical background and technological capability it is the main export center of Turkey as well. So it has a great potential for transformation from old industrial area to high technology center. Joint R&D projects, university spin-offs and new technology transfer from university to firms are the critical factor for regional development process in knowledge based economy. Stakeholders of regional innovation system namely local government, university, industry, citizens are in charge of development of region. The more network facilities among stakeholder for allocation for regional resource to development technological capabilities are made, the more competitive regional economy is created. It is clear that university industry relationship plays the key role in this process.

The results of this study find that Bursa has somewhat weak university research systems join as well as poor networks of local actors. The findings also suggest that it is important for regional government to establish supporting routines as well

as to provide efficient managements which facilitate the interface process between university and industry collaboration. Firms in Bursa should built stronger university-industry linkages with better innovation environments which could help build and develop its innovation capabilities over time. Extensive university-industry relationship can contribute to improve technological capabilities of region.

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Table 1: Types of University-Industry Relationship

(Frequency-Percent)

Types of University-Industry Relationship	Firms (%)
University Student Internship	66,6
Interaction With The Academia in Terms Of Course Content	3,7
Interaction By Attending A Conference and Seminar	25,9
Interaction With The Academia in Terms Of Staff Training	6,7
Interaction With The Academia for Determining Dissertations' Topics	11
Consultancy	33,3
Joint R&D Research	37
Use and Licensing Of University Held Patents	0
Exchange Of Information and Knowledge for academic research	18,5
Science Parks Facilities Of University	0

VIRAL ADVERTISING AND USAGE OF HUMOR: AN EVALUATION ABOUT VESTEL'S VIRAL ADVERTISEMENT APPLICATION

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Abstract

Humor often emerges in the advertisements because of its role of increasing communication efficiency. Advertisements that contain humor attract attention, are remembered easily, and provide a basis for a positive mood. At the same time there are some disadvantages of using humor in advertisements: It can affect how the advertisement is understood negatively and even some times it can cause misunderstandings. The reason for this is that humorous advertisements that are formed by establishment of a game area with verbal or non-verbal starters are effected from the culture significantly. It is a reality that humor is closely related to economic and social circumstances, cultural level, history, tradition and customs of the society that it is born in and because of this fact there are social differences. In our times with the increase of usage of social media, advertisers also changed their path true new communication technologies and humorous advertisements that are used in traditional media appeared for the audience to see, especially in the network of viral marketing. Viral marketing includes many advertisement instruments like video clips that are transmitted to the target mass by making use of new communication technologies, e-mails, interactive games based on advertisements, web pages. Viral adverts are the most efficient elements of this marketing network. The phenomenon of attracting so much attention, so much that it makes you forward it constitutes the basis for viral adverts and it specified humor's position in this area. In this study the relationship between humor and culture in viral adverts will be examined. "Mutfaktakiler" which is presented in the video sharing site Vestel that presents many successful viral advertisement examples will be approached as an examination object.

Keywords: Viral advertising, humor, culture, advertising

Introduction

The main aim of advertising is to reach the target mass, to provide product or service to be consumed more. An advertisement can reach its goal if it conceives its target mass. In order to conceive, it must attract attention of its target mass. Humor is one of the applications used by professionals in order to attract attention of the target mass and conceive them later. Although humor used as an advantage by advertisers, wrong strategies can conduce humor's advantages to turn into disadvantages. Misunderstanding, jokes or moves that are not considered to be humor and as a result not reaching the expected perception or product or service to be found annoying are the first disadvantages that come to mind.

Although humor contains properties that are accepted in the globalized world, differentiation of values for each society that is addressed must also be considered. Standing out amongst other advertisement applications is possible by addressing these differentiating properties. Social values, cultural properties of the society affect humor and people who live in the same society laugh at and enjoy from similar things. Catching a common feeling between the institution and target mass and providing sympathy towards the institutions is possibly only when common values are addressed.

Viral adverts require scoring with society the most compared to other advertisement applications, because, viral advertisements are spread directly related to its appreciation. It is certain that you would send a viral application that you like to more than a person but it you are really touched or if you laughed hard, you would send this advert to more people in order them to watch the advert. Because of this, viral advertisements' success is directly proportional to its convenience to the society's values.

The Relationship between Communication Applications and Culture

Culture is a term that has many different definitions and is used by many different disciplines. All age groups, ethnic groups, citizens of a country, in addition to their own culture, are shareholders of different cultures at the same time. This situation makes it hard to define culture generally. Outside of natural science there are three basic definitions of "culture": Arts and artistic activities; the learned, primarily symbolic features of a particular way of life; a process of development (Baldwin et. al., 1999: 4). Communication applications and especially advertisements are constituted according to learnt, social cultural codes. Because of this, the life style of the society and symbols are related to social scientists and in specific, communication professionals.

There are numerous studies that prove that communication professionals do not only use cultural elements in their studies but at the same time they direct culture. The main idea of these studies is to suggest that especially media creates a "mass" that is formed of somehow undifferentiated consumers and citizens (Smith, 2007:230). Undifferentiated mass, accompanies an undifferentiated culture. This approach that takes the audience to be passive and taking all the things that media gives them was opposed by many studies and it was stated that the audience is not only a passive receiver but also an active user. The opposed sides of unconditional effect of media can be listed as (Lewis, 2010: 346):

- The effects of television are not seen through our behavior necessarily. Political news may not change the color of our votes, but it can affect our thoughts. Of course, this does not change the fact that tendency to murder is increased by the violent scenes we see on TV.
- Investigation of behavior occurs inside the area of limited and foreseen responses. The meaning and importance of watching is more ambiguous.
- Investigation does not take place in the medium of a laboratory. Watching or reading a communicational text does not occur in a controlled medium and so is affected by many factors.
- The meaning that is produced does not come to our hands purely. Our relation with the text is a determiner in production of meaning.
- Intervening variables are also determinants of responses to communicational texts. Generally studies that examine the effect of media are tended to not to include these variables into their studies.

Although it tries to direct culture or use culture's properties communication and culture terms are used one within the other all the time. Meanings are produced inside the interferences between communicational texts and reader. If a text and target mass are elements of a coherent culture or sub culture production of meaning would be smooth and easy, connotations of the text would be attuned to the perception of audience mostly. Meanings are produced through a tension much greater (Fiske, 2003: 211). Communicational texts are rejected in all senses or different meanings are produced and these different meanings interrupt the continuity of interference of different meanings. Because of this, all communication studies are tried to be established considering target mass' cultural characteristics. Mostly, even some attitudes and behaviors that are hard to analyze as a cultural property can be foreseen based on the culture, by the postulation of people moving harmonized with their cultural properties.

Advertisement and Culture

Cultural values are defined to be a power that shapes consumers decisions, attitudes and behaviors (Varnalı, et. al., 2011: 73). In order to use cultural effect in applications towards consumer attitudes and behaviors like adverts, it must be known to how to deal with culture. Hofstede's model which one of the models that is referred to by studies in the area of culture would help us building the relation between adverts and culture (Soares et. al., 2007: 280):

- Individualism–collectivism: Individualism–collectivism describes the relationships individuals have in each culture. In individualistic societies, individuals look after themselves and their immediate family only whereas in collectivistic cultures, individuals belong to groups that look after them in exchange for loyalty.
- Uncertainty avoidance: Uncertainty avoidance refers to "The extent to which people feel threatened by uncertainty and ambiguity and try to avoid these situations. This dimension deals with the need for well-defined rules for prescribed behavior.
- Power distance: This dimension reflects the consequences of power inequality and authority relations in society. It influences hierarchy and dependence relationship in the family and organizational content.
- Masculinity-femininity: Dominant values in masculine countries are achievement and success and in feminine countries are caring others and quality of life
- Long-term orientation: Long-term orientation stands for the fostering of virtues oriented towards future rewards, in particular perseverance and thrift. A late addition to the initial four, this dimension represents a range of Confucian-like values and was termed Confucian Dynamism.

Hofstede's cultural dimensioning is seen benefitable in apprehending the main properties of culture. Of course, it is not possible to limit culture which has a complex structure and has reflections onto every area of life with these dimensions. It can be expressed that these differences are useful to define culture on the onset.

If we examine Turkey according to Hofstede's categorization; Turkey is country that has its feminist properties outstanding (life quality and the incentive of protecting others are the main feminist properties), has common cultural properties (there is highly dependent communication which tries to stand by getting help from others), has a high point of avoiding

uncertainties (countries that avoid uncertainties make rules, reacts to different clothing and life styles), power distance score is high (authorities that has high power distance scores tend to submit to authority, avoid free and individualistic behaviors) (Çelik, 2004: 47-66). It must be considered that this definition is not a general and untouchable definition. In current times, a study that is related to the listed cultural characteristics listed above is needed. Advertisers use basic cultural properties specified above like passwords while they are coding their messages in a manner of speaking. Through advertisements building an emotional connection with the target mass, creating a positive image to make consumption occur towards the products or service aimed. Because of this, appropriate coding would open the door to the intended communication.

As an example to the fact that global advertisement campaigns must take cognizance of local cultural values, Toyota advertisement, which was aired in the year of 2004 and banned by RTÜK and which caused TVs also get penalties as they aired the advertisement, can be given. The reason to the penalties was shown to be: "Putting material values forward in total disregard to human life can make the audience, especially growing children experience conflicting feelings around helping each other by putting selfishness, sensitivity forward and can affect them in a negative way". If we explain this reaction through Hofstede's model, a woman that protects her car rather than a man who is about to fall contradicts with cultural values in a society that has feminine values, and where feelings of protectionism, helping each other and compassion are experienced (Uzunçarşılı Soydaş, 2005: 235). The example given, rather than judging the advertisement, aims to give example to reactions which can be faced when cultural properties are not considered.

Humor is laughing side of the culture (Fırlar&Çelik, 2010: 165). Elements that designate humor which can be defined to be laughing or smiling in a situation generally are mostly related to culture. When we probe humor historically in the geography we live in, we can see that there are characters like Nasreddin Hodja, Hacivat Karagoz. When we think of both characters' physical properties, styles of clothing and the style of using humor we can see its relationship with culture. It is not possible to think about humor dissociated from the life humor is about.

Humor as a Cultural Element in Advertisement

Advertisement is a communication application which meets target mass with the product or service, has functions like promotion, informing and in the end which aims buying behavior in the end. Humor is one of the elements which used to attract target mass' attention, to change their attitudes and behaviors while constituting an advertisement message. But humor may not show the desired effect, where sometimes brand lags behind the humor elements and humor may be misunderstood. Elements that must be paid attention while using humor in advertisements can be listed as (Odabaşı & Barış, 2003):

Jokes that would not make consumers think they are ridiculed and that are refined must be used.

While using humor, the brand must not fall into the background and humor must be used towards the brand.

People who would achieve sales must be a part of the humor.

Target mass properties are important factors which affects the usage of humor in advertisement. In addition to target mass' demographic properties as individuals like age, gender, level of education, like culture, their societal properties like culture, tradition and customs also affect the usage of humor. Although differences between cultures are thought to be decreasing with the effect of globalization aspect of humor, usage frequency of humor differ in many countries. For example in a study which compares humor element in print adverts from France and USA in the year of 1992 it was seen that in USA humor was used more than France regarding advertisements. In the same study, it was seen that in USA jokes and nonsense was used, in France quibbles and jokes were used more as humor (as cited in Bakır, 2006: 185). Again, in a study about the frequency of usage of humor held in 2004, it was seen that 35% of advertisements had humor element in them in England where this percentage was only in between 11% and 22,4% in USA (as cited in Fırlar&Çelik, 2010: 168). In addition to what humor contains, frequency of usage of humor also shows the effect of cultural differences.

One of the reasons why humorous messages are preferred in communication applications is that these messages are seen frequently in daily talks. For example, people can mention about a funny scene or text to each other. As these talks help people become closer, it also concludes mentioning the same subject and so enjoyment. Common subjects provide the thought of sharing a condition rather than people feeling lonely, and so that it provides construction of group mind. People may feel like outsiders in the situations where they are not aware of the news. Thus, rather than becoming integrated with the culture they belong to; they may be alienated from their own society (Yardımcı, 2010: 17). Humor that is used in communication applications like this is not only an instrument for having good time but also has a societal function of protection of culture and integration of society. Developing relationships between individual inside a society by building

bridges and makes distances decrease. In this way, humor, in addition to attracting attention of target mass to the product or service, on the other hand, gains a role of integration of the society.

Humor in Viral Adverts

Studies that are held about advertisements and humor are mainly focused to humor that are used in television adverts. But today, with increasing importance of new media advertising strategies of traditional advertisement applications are tried to be applied to the cyber space by evaluating and developing.

Viral communication strategies let produced messages to be transmitted between users easily, fast and with low costs. It can be stated that there are two main characteristics of viral communication: fast spread and usage of social media applications. Fast spread means, a message that is liked, for example sending a video more than one person. Social media is defined to be a group of internet based applications that is built onto web 2.0's ideological and technical base which enables exchange of context that is constituted by people. Here, viral communication develops by benefiting from advantages of applications that social media has (Kaplan & Haenlein, 2011: 255). As the message spreads, its effect also increases incrementally. Transmission is provided by using common motivations of people. While current social network is used in one side, on the other side, others' social networks are also started to be used throughout the process, according to the effect of the messages it is possible to reach a mass that is larger than planned (Lance & Guy, 2006: 27). Humor has a property of triggering the motivations mentioned above.

Viral advertisements which provide the opportunity of reaching a larger mass with less expenditure and which can give out numeric data about target mass by looking at the watching ratios generally use humor to be shared and transmitted on the grapevine. In the study of Lance and Guy where they compare television and viral advertisements 235 television and 266 viral advertisements were examined and nearly all viral advertisements were seen to give space to humor. Through this conclusion drawn from here, it is concluded that humor is a global element in content creation processes of viral advertisement (Lance & Guy, 2006: 31). When we consider the definitions of humor, the reason behind this situation is thought to be people's effort to be part of a group or a society by sharing funny things and humor acts like a bridge through this function. When we think that considering cultural differentiation is an important point in viral advertising (Dobele et. al., 2007: 302), it is possible to state that paying attention to the culture that is used for humor would increase the advantages of humor. People want to share things that they like and they feel close to, so, in order humor to be appreciated it must be close to the societal life.

Usage of Humor in Viral Advertisements Used by Vestel

First, it can be stated that Vestel "Mutfaktakiler" viral application is an application whose maintenance is provided by 12 videos and which can be qualified as a series. Two characters that do not change in the series are ketchup and mayonnaise. Generally they involve with the advert in the end and especially they are apart from the other vegetables and fruits. As ketchup and mayonnaise are used together the dialog between them is established according to this. Although they took a place later in our cuisine, in the globalized word, ketchup and mayonnaise can be stated as sauces that societies are not stranger to. Because of this it is possible to say that "mutfaktakiler" has a globalized part. In addition, its preparation music that resembles Star War's soundtrack also comes to scene from the West and as a music that is spread all through the world. Humor that is mostly maintained through lingual messages can be thought to have traditional properties. As fruits and vegetables that take place in the videos are motionless, humor is maintained through lingual messages. In each video a different vegetable or fruit is met other than ketchup and mayonnaise. Third video of Mutfaktakiler (nut love 2) is watched for 232.504 times and its twelveth video that is watched least (report card) is watched for 588 times (Retrieved at 20.06.2014 from youtube). Talkativeness and impatience that is counted to be a part of the cultural properties of the geography of Turkey can be seen in the whole series.

In this study three video that is watched most will be examined. By telling of series' third, seventh and eight videos that has the names of nut love, bell pepper and new guest coke in order cultural codes of lingual messages in the videos will tried to be analyzed by description and in addition, by considering the definition of Hofstede about Turkey's social characteristics adaptation to cultural codes will be investigated.

Nut Love

An empty box of the ice cream named nut love is filled with dry meatballs. Video is shaped through the dialog occurred between nut love box and the bottle of malt whiskey nearby. Nut love commemorate the old days, the bottle of whiskey supports nut love in this episode where we know from the previous episodes that nut love box is not happy with having the dry meatballs. And the bottle also tells about its own story as it was a 21 year-old whiskey before where after whiskey was finished, it was filled with water and used as a water bottle. First, not wasting the boxes of consumed products comes to the scene as a cultural code. Even boxes of products that are used frequently like yoghurt, ice cream are not wasted. Because of this, nut love carries dry meatballs whereas whiskey bottle carries water.

As it is the case for the other videos, there is humor through quibbles in this video too. Generally words that have two meanings in Turkish are used. For example in this episode "doldurmak" verb is used and ketchup saying "Dayım ne doluymuş be" (How sorrowful my uncle is!/ Here, "doluymuş" word is used by its second meaning level to be sorrowful) was responded by the mayonnaise with "su doluymuş" (was filled by water), with the first meaning of the word and laughing effect was added to the joke. As we think that usage of language is specified by the society, it is also possible to find the tracks of culture in the usage of culture. At last, the most obvious cultural expression in the video again takes place in between ketchup and mayonnaise: Ketchup says "look, I'm going to crack a joke" and mayonnaise responds: "do not do that, water cannot be part of jokes". The theme of not only water, but also all foods are needed to be valued is used in a quibble.

Support and solidarity are properties of collective culture and viral advertisement is harmonized with the society's cultural characteristics. Yet in the advertisements there is interference to "others' jobs" and this can be given as examples to both collectivism and feminine characteristics.

Bell Pepper

Bell pepper, as the second of the list of most watched videos is also shaped by quibbles similarly. Inside of the bell pepper being clean (second meaning: not thinking bad), exertion of authority (second meaning: being dominant), banging fist on the table (second meaning: making someone listen to your words) are some of the quibbles.

Authority and the requirement of making someone listen to you symbolize high power distance. In societies where high power distance exist it is a postulation that more authority brings more respect. In a similar way, it is specified that gaining respect is a conclusion of "banging fist on the table". When parsley also comes to the scene as it tells what to do to bell pepper after saying "I do not want to interrupt but" run in with collective culture characteristics.

New guest coke

It is clear from the name of the video that coke is different than the others in the fridge. Because of this the ingredients inside the fridge is defined through the distinctness of the guest. Coke is a guest that does not like inside of the bridge and that finds inside of the bridge boring and speaks to itself while even it talks to others. Although coke does not like inside the fridge, the insiders do not tell anything to the coke and are only watching. After a while when the coke is consumed again ketchup and mayonnaise interfere and make fun of the new version of the old guest with quibbles.

In this episode, the group's properties can be observed better when we compare with the different one. Coke being a guest shows us on the opposite side. Insiders of the fridge are the ones which can act together and are like a family. Coke, with its individualistic moves reveals this better. Because of this we can again talk about collectivism.

General Evaluation

It is possible to say that humor is more frequently used in viral advertisement applications than traditional advertisement applications. In order to viral advertisements to be shared, they need to be liked and in order to provide this liking the easiest and the more efficient application is usage of humor. Although humor is seen to be an application that is easy and that carries one through, if it is not used right it can lead up to misunderstandings or brand/company can be overlooked and only humor is seen.

The most important factor that must be regarded in usage of humor is cultural characteristics. It is impossible for everyone to react in the same way to the same thing but it is clear that there are some similarities between reactions after socialization process. Although it is seen that common attitudes and perceptions are increasing with globalization, it is wrong to thing

that local culture characteristics are destroyed. It is important to melt global and local in the same pot as it is the case for traditional advertisement applications.

Us, dealing with lives of people, protecting and looking after people who are in need, and seeing the society we live in as a big society are some of the cultural characteristics of people who live in Turkey.

Vestel's long-running viral series "mutfaktakiler" is a good example as its global and local characteristics are balanced. From one side, viral advertisements' preparation music, usage of ketchup and mayonnaise as generally accepted sauces appeal to the globalizing perception, and on the other side especially characteristics like using no image that can qualified as "disrespect" to vegetables and fruits in the fridge, everybody worrying at the time that a problem occurs, asking questions and wanting to interfere with the case, interrupting in some episodes, listening to the dominant one, supporting the one that is in trouble, solidarity reflect the society.

Because of this, in order viral advertisement applications that can be qualified to be easy and practical to succeed usage of a humor that reflects the society is really important. If global characteristics find place in the local culture, these must be reflected in the viral advertisement application and especially in terms of usage of humor.

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Electronic service quality in higher education: Evidence from Albania

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ABSTRACT

The purpose of this paper is to investigate the electronic service quality (e-SQ) offered by a higher education institution in Albania. Many universities are implementing web-based solutions to facilitate the delivery of their services, previously offered by appointed staff and physical facilities. These electronic services aim to increase the effectiveness of university's activities as well as to increase the convenience and the quality that both students and faculty receive. This study employs a modified E-S-Qual scale to measure the perceived service quality offered by a public university in Albania. Exploratory factor analysis and multiple regression analysis were used to confirm the proposed factor structure, while ANOVA served to measure the differences in e-SQ perceptions between students and faculty. The data analysis reveals interesting findings about the e-SQ offered by the university, as well as highlights the differences in perceptions between students and faculty. The study also affirms the E-S-Qual scale as a suitable instrument for measuring the e-SQ in higher education institutions. The results of the study are helpful for university management as they provide an overview of actual conditions of the quality the university offers and serve as a benchmark for further improvements. A limitation of this paper is that it focuses in measuring the e-SQ in a single setting. Nevertheless, this does not compromise the generalizability of the results and encourages the replication of this kind of study with further research.

KEYWORDS – Electronic service quality, web-site, higher education, Albania.

Introduction

The widespread use of the Internet has expanded also in public services, moving the traditional face-to-face encounter to online self-service models. This trend has also embraced universities, which have their own web pages, offering a wide range of information, services, and other online facilities. Today, a good proportion of overall services that universities offer come to students and faculty through electronic channels.

But, in an online environment, achieving superior service quality is very challenging task. Researchers and practitioners have sought to understand how individuals perceive and evaluate the websites and the service quality offered in online settings. Services offered via websites aim to meet the consumer's desire for convenience and cost savings. Elliot and Fowell's (2000) have found that online service experience can be damaged by many website attributes, such as lack of customer service's responsiveness, difficulties in website navigation, web site complexity, and security concerns. Thus, measuring service quality in online setting is of imperative importance for companies or institutions that deliver services through technology-based channels. Through the years researchers have developed scales like SERVQUAL (Parasuraman et al., 1988) or SERVPERF (Cronin and Taylor, 1994) for measuring service quality, but they have been conceptualized for traditional, face-to-face contexts. With the emergence of online services, other scales were developed for measuring online service quality, like E-S-Qual (Parasuraman et al., 2005), E-A-S-Qual (Kim et al., 2006), WebQual (Loiacono et al., 2000), PIRQUAL (Francis and White, 2002). e-SELFQUAL (Ding et al., 2011), etc. This study aims to contribute in the measurement of online service quality offered by a public education institution using a modified E-S-Qual scale. Although originally developed for measuring e-SQ provided by a retailing website, it allows to modify its measurement items according to specific contexts. The data were gathered in a public university in Albania, both from students and faculty. Exploratory factor analysis was used to uncover the underlying structure of online service quality dimensions, while multiple regression analysis determined the relative impact of each dimension. Finally, ANOVA analysis was employed to reveal the differences in online service quality perceptions between students and faculty.

Literature review

Service quality

Service quality has been a predominant topic in services marketing for more than three decades. In 1980 Lehtinen and Lehtinen coined their model of service quality, where they conceptualized it as comprised of three dimensions: physical quality (the quality of physical elements of service), interactive quality (the quality of interaction between customer and other elements of service experience), and corporate quality (the quality dimension which is developed through the years of existence of a service company). Gronroos (1984) proposed that service quality has two distinct dimensions: technical quality and functional quality. Technical quality relates to the outcome, or what the customer receives from a service encounter, while functional quality relates to the process of how customer receives the service. Parasuraman et al. (1988) identified five dimensions of service quality, which are (1).Tangibles: physical facilities, equipment and appearance of personnel; (2) Reliability: ability to perform the promised service dependability and accurately; (3) Responsiveness: willingness to help customers and provide prompt service; (4) Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence; and (5) Empathy: caring, individualized attention that a firm provides to its customers. Regardless the number of dimensions, in general all the researchers agree that service quality stems from a comparison between what customers expect to receive from a company and the company's actual service performance.

Electronic service quality

As technology has shaped our lives and naturally the way the firm's are conducting business, electronic marketing activities have gained a lot of attention. Delivering services through electronic channels is quite different from traditional face-to-face delivery. Zeithaml et al. (2000) proposed that electronic services are web services delivered through the Internet. In the online environment, companies must shift their focus from traditional dimensions of service quality to e-SQ dimensions, in order to keep their customers satisfied and loyal (Parasuraman et al., 2005). E-SQ relates to all the steps that a consumer goes through during his/her interaction with a website: the degree to which a website facilitates efficient and effective online experience. Santos (2003) proposed that e-SQ had these dimensions: appearance, ease of use, efficiency, linkage, content, structure, incentive, security, communication, reliability, and customer support. Zeithaml et al. (2000) explored a variety of website attributes, like search engines, tab structuring, one click ordering perceived ease of finding what user is looking for, perceived transaction speed, ease of navigation in general, responsiveness to customer needs, etc. They concluded that consumer' assessments of a website's quality stems not only from their experiences during their interactions with the website but also from post-interaction aspects of the service. The theoretical framework proposed by Parasuraman et al., (2005), depicted in Figure 1, represents the cognitive structures of consumers, and how they retain product information in their memory at multiple levels of abstraction.
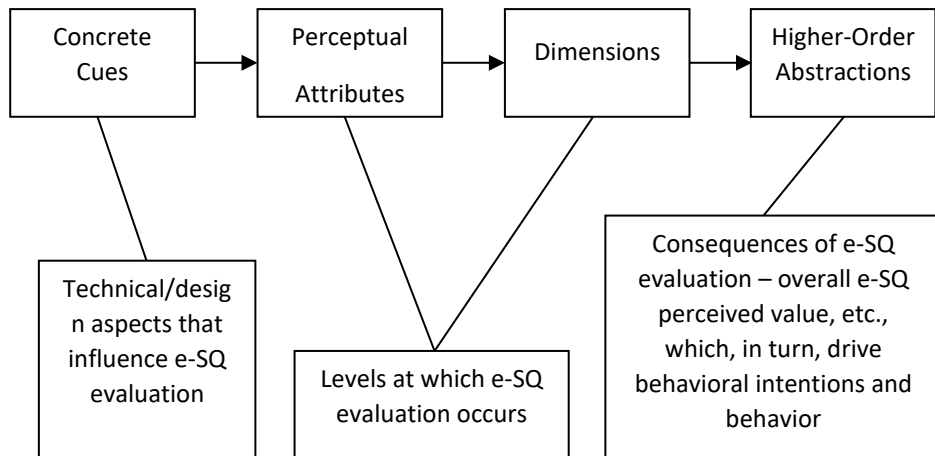
Figure 1: The framework for understanding the domain and consequences of e-service quality (adapted from Parasuraman et al, 2005)

The measurement of e-service quality

Loiacono et al. (2000) proposed Web-Quality, a scale for rating websites on 12 dimensions: interaction, informational fit to task, flow-emotional appeal, trust, response time, design, business processes, intuitiveness, visual appeal, innovativeness,

integrated communication, and substitutability. They found that only some dimensions, like visual appeal, interaction, and integrated communications, significantly influence perceived e-SQ. Barnes and Vidgen (2002) developed a multi-item scale based on the weighted importance of five factors: information, design, usability, trust, and empathy, while Francis and White (2002) proposed PIRQUAL scale, which measured e-service quality based on web site, transaction system, delivery, customer service, and security. Parasuraman et al. (2005) developed E-S-QUAL scale to measure the e-SQ provided by a retailing website. It followed the previous work of Zeithaml et al. (2002), who identified five service quality dimensions relevant to commercial websites: ease of navigation, efficiency, security, flexibility, and site aesthetics. E-S-QUAL measures e-SQ using 22 items, based on four dimensions identified by Parasuraman et al. (2005) as efficiency, system availability, fulfillment, and privacy. Efficiency refers to the ease and speed of accessing and using the site; system availability is the extent to which the site's promises about order delivery and item availability are fulfilled; system availability is associated to the correct technical functioning of the site; and privacy includes the degree to which the site is safe and protects customer information (Parasuraman et al., 2005). Cristobal et al. (2007) constructed a new scale named PeSQ which measured e-service quality based on customer service, web design, assurance, and order management, while Ding et al. (2011) proposed e-SELFQUAL, conceptualized on four e-service quality dimensions: perceived control, service convenience, customer service, and service fulfillment.

Due to the fact that E-S-Qual has reflected good reliability and validity across many studies, this paper uses a modified E-S-Qual scale to investigate e-service quality in higher education institutions. Some items were modified or excluded from the original scale in order to comply with the specifics of electronic services offered by universities. Since the services offered by university's websites aim both students and faculty, this paper also tries to uncover the differences in e-service quality perceptions between these two groups of users. Thus, the research question are as follows:

RQ1: *Which is the relative impact that each of the dimension of Parasuraman et al. (2005) model has on higher education e-SQ?*

RQ2. *Which are the differences, according to each dimension, between student users and faculty users?*

Research methodology

The items for measuring e-SQ in this study were adapted from the E-S-Qual scale developed by Parasuraman et al. (2005). Since the original scale was constructed for use in retailing websites, its items had to be modified in order to be usable in the context of this research. Table 1 presents the four dimensions of e-SQ and the construct of e-SQ, as well as the items used for measuring each of the construct. The questionnaire developed contained 19 pairs of statements for measuring respondents' expectations and perceptions on efficiency, system availability, fulfillment, privacy, and overall e-SQ (Table 1). The respondents were asked to indicate their level of disagreement/agreement with the questionnaire statements in a 7 point Likert scale. The data were gathered asking students and faculty members in a public university in Albania, located at the central region of the country. 300 questionnaires were distributed and 281 were returned completed, achieving a response rate of 93.6%. From 281 useful questionnaires, 195, or 69%, were completed by students and 86 questionnaires, or 31%, by faculty members. The data were gathered from a team of interviewers through face interviews with members of the target population.

Table 1: e-SQ dimensions and respective measurement items

Electronics Service quality dimensions	Respective statements (Measurement items)
Efficiency	EFF1: I can easily find what I need in my university's site
	EFF2: It makes it easy to get anywhere on the site
	EFF3: University's site enables me to quickly perform what I intend to do
	EFF4: The information in my university's site is well organized
	EFF5: The pages load fast
	EFF6: The site is simple and user-friendly
	EFF7: The site is well organized
System availability	SUS1: The site is always available
	SUS2: The site launches and runs right away
	SUS3: The university's site does not crash
Fulfillment	FIL1: The site updates the information regularly

	FIL2: The information provided in university's site is suitable for my needs
	FIL3: The university's site has made my life easier
Privacy	PRI1: The site protects the my sensitive information
	PRI2: It does not share my personal information with other sites
	PRI3: I think that my university's site is very secure
Overall e-service quality	ESQ1: Overall, using the university's site is very convenient ESQ2: Overall, by using the university's site I feel I am in control EDQ3: Overall, the quality of this site is very good

The first step in data analysis was scale purification. The data set was checked for the existence of missing values, normality, and outliers. The missing values were replaced using multiple imputation method in IBM SPSS 22.0, while very few outliers were present. The data resulted linear, and the values of skewness and kurtosis were within the acceptable range. Then, exploratory factor analysis (EFA) was conducted, in order to assess the dimensionality of the scale used in the study. Exploratory factor analysis is an inter-dependency technique that researchers use to determine the underlying structure between variables in a statistical analysis (Hair et al., 2009). After conducting EFA, the overall factor solutions resulted in good loading patterns and explain 71.673% of the variation; also the factor structure fitted with the proposed instrument.

The next step in data analysis process was conducting confirmatory factor analysis (CFA). CFA is used by researchers to further evaluate the dimensionality, reliability and validity of the generated structure of factors. CFA aims to determine if the number of factors and respective loadings of measured variables are in concordance with what is expected from the literature (Brown, 2006). Reliability was evaluated through the standardized Cronbach's alpha (Cronbach, 1951), referring to Nunnally (1978) who suggests that a scale with alpha greater than 0.7 is considered as reliable. After examining every dimension, the Cronbach's alpha was calculated for every distinct construct generated from factorial analysis. The final Cronbach's alpha of all items varied from 0.733 to 0.849, suggesting good internal consistency between items of every construct and construct reliability. Also, the combined scale reliability for the 19 items is 0.911, reflecting acceptable reliability and convergent validity (Hair et al., 2009). Factor structure was also considered as stable. Overall, the proposed model had very good reliability and validity (both convergent and discriminant) indicators.

Data analysis and results

RQ1: *Which is the relative impact that each of the dimension of Parasuraman et al. (2005) model has on higher education e-SQ?*

After confirming the factor structure, dimensionality, reliability, and validity of the five constructs, multiple regression analysis was performed in order to uncover the relative impact of each dimension on e-SQ in higher education. Overall e-SQ served as dependent variable, while efficiency, system availability, fulfillment, and privacy served as independent variables. The analysis was performed using IBM SPSS 22.0 software, and a summary of results is presented in Table 2.

Table 2: Regression analysis results

Construct	Beta coefficient	Standard error	*t*-value	Significance	VIF
Constant	0.059	0.043	1.578	0.000	2.214
Efficiency	0.208	0.011	2.658	0.000	1.695
System availability	0.137	0.067	0.338	0.000	1.337
Fulfillment	0.223	0.034	2.985	0.004	2.647
Privacy	0.112	0.029	0.915	0.007	2.109
R^2	0.644		F-statistics	16.587	

Adjusted R^2	0.621		Significance (F-statistics)	0.000	

As it can be seen from Table 2, there is a significant relationship between the four dimensions of e-SQ and overall higher education e-SQ (F=16.587, significance of F<0.001). Furthermore, these four dimensions explain a considerable proportion of the variance in higher education e-SQ, 64.4 %, as indicated by R^2 value and adjusted R^2 of 62.1%. All four dimensions were found as significant predictors of overall higher education e-SQ. Fulfillment was the most influential determinant (β=0.223, p=0.004), followed by Efficiency (β=0.208, p=0.000), System availability (β=0.137, p=0.000), and Privacy (β=0.112, p=0.007).

 Table 2 also presents the VIF (Variance Inflation Factor) values for the regression analysis conducted. VIF is a good indicator useful for multicollinearity check in statistical analysis (Hair et al., 2009). Multicollinearity is the degree at which a construct can be explained by other constructs in the analysis (Hair et al., 2009), i.e. it refers to the situation where independent/predictor variables are highly related to each – other (Ho, 2006) and could lead to drawing wrong conclusions and making type II errors (paths do not result significant when in fact they are) (Grewal et al., 2004). VIF the ration between the total standardized variance and unique variance. If the first one is 10 times larger than the second, i.e. if construct VIF is greater than 10, then the multicollinearity between independent variables is present (Hair et al., 2009). As Table 2 shows, the VIF values vary from 1.337 to 2.647, much lower than the threshold of 10, indicating the lack of multicollinearity among regression constructs.

RQ2. Which are the differences, according to each dimension, between student users and faculty users?

The second research question of the study relates to the differences that exist between bachelor level and master level students, for each of the dimensions of service quality, as well as for the overall HE service quality. Table 3 presents the descriptive statistics and the results of ANOVA analysis regarding this research question:

Table 3: ANOVA results for differences between student users and faculty users of university's webpage

Dimension	Descriptive statistics				ANOVA		
	N	Mean	Min	Max	Degrees of freedom	F	Sig.
Efficiency					1	14.362	0.000
Students	195	3.78	1.84	5.15			
Faculty	86	3.42	1.61	4.67			
System availability					1	8.187	0.001
Students	195	3.84	2.19	4.55			
Faculty	86	3.67	1.81	4.33			
Fulfillment					1	8.681	0.000
Students	195	2.61	1.17	3.66			
Faculty	86	2.15	1.07	3.21			
Privacy					1	10.249	0.000
Students	195	3.54	2.42	5.03			
Faculty	86	3.17	2.24	4.81			
Overall e-SQ					1	10.982	0.004
Students	195	3.39	2.39	4.57			
Faculty	86	3.11	2.27	3.72			

As it can be concluded from Table 3, there are significant differences in perceptions between student users and faculty users of university's website for all the dimensions, as well as for overall e-SQ. Students rate website all dimensions higher than faculty member, as well as perceive website overall service quality to be better of what faculty perceive.

Discussion and implications

This study served to several purposes. It confirmed E-S-QUAL scale as a suitable tool for measuring e-SQ in higher education settings. Its modified statements are able to fully grasp the nature and the essence of universities' website service quality. The four e-SQ dimensions of Parasuraman et al. (2005) scale were found to be also applicable in the higher education settings, reflecting good dimensionality, reliability and validity. The dimensions explained a good proportion of the variance in e-SQ, where fulfillment was the most influential determinant, followed by efficiency, system availability, and privacy.

One of the most important benefits that technology offers to humans is convenience, allowing them to perform tasks and receiving what they need easily and in timely manner. Fulfillment dimension reflect this aspect of website, providing users the right, updated information suitable for their needs. Granting access to university's services at any time and any place is widely appreciated by website users, since it results in time and costs (of any form) savings. Efficiency was found to be the second most important dimensions of a university's website. It relates to the way a website user finds the site easy to use and navigate. The structure of a page, the way the information is placed in respective sections, the speed of loading and how user-friendly it is, are the most common features that university's website users are keener to judge. System availability was also found to be a significant driver of e-SQ in university's website, so people responsible for running the website (like IT department) must ensure to have the site always smoothly running. Finally, privacy dimension, although ranked as the last influential dimension of e-SQ, is considered by respondents as relatively important in evaluating university's website quality. Since users' interaction with this kind of website does not include monetary transactions or providing credit card information, users feel more relaxed regarding privacy issues.

There were significant differences between student users and faculty users regarding all the dimensions of e-SQ, as well as regarding overall e-SQ of university's website. Faculty users found the quality of website better than student users, especially for fulfillment dimension (gap score = 0.46), while the smallest gap resulted for system availability dimension (gap score = 0.17). The gap for overall e-SQ between two groups of respondents is 0.28, in a 7-point Likert scale. These significant differences in perceptions raise serious questions for the administrators of web-site, as well as for other persons responsible for the sources of information that make it updated and vivid. They seem to cater more for the needs of faculty users than for students, giving to the last smaller priorities. Another important finding is that mean scores for all the dimensions, for both groups, where smaller than 4 (which is considered as "neutral" evaluation in a 7-point Likert scale). This means that users found the website quality, along all dimensions, of poor quality. University's management and website administrators must make the necessary improvements to the website, focusing their efforts to the worst-perceived dimensions, like fulfillment and privacy.

Although focused only in one university, a fact that obviously constitutes a limitation for this study, it is a pioneering effort in evaluating e-SQ in a higher education setting. It helps universities to give the proper attention and importance to electronic services, as well as to measure and monitor e-SQ over time. By continuously measuring e-SQ website administrators will better understand what users evaluate most and what needs to be improved. Further studies can be carried out to confirm the appropriateness of E-S-QUAL scale in measuring e-SQ in a non-commercial website.

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Aspects of the feminist movement in the Albanian Monarchy (1928-1939)

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Abstract

This paper aims to analyze the characteristics of the Albanian feminist movement during the Monarchy and its impact on improving the social and economic status of the women. in the late 1920s, women's societies operating in different cities were suspended by the Albanian government due to the economic crises, the social and cultural backwardness and mainly because of the efforts to centralize the political power, putting under control the women's organizations, too. The monarchical government supported only the establishment of "Albanian Women" society in Tirana, under the patronage of Queen Mother and headed by Princess Sanie Zogu. It spread its activity among many Albanian cities and in diaspora and published a magazine periodically. The intention of the feminist movement in Albania was the education of girls and women, aimed at raising their cultural level, to overcome the old patriarchal mentality. The "Albanian Women" society contributed to the organization of courses against illiteracy for the emancipation of women which was closely related to the construction of a modern state. Secondly, the women's participation in the economic activity, such as old industries and handicrafts, would improve the female economic conditions and above all her position in family and society. The activity of "Albanian Women" society was helped by the governmental policies to increase the educational level of women, establishing Female Institutes, which played an important role in social progress and economic growth. Also the improvement of the legislation guaranteed women the civil rights, but unfortunately they didn't win the right to vote, as women in the developed countries. However, the Albanian feminist movement, despite the difficulties and its limitations, marked a significant effort concerning the national organization of women dedicated to their empowerment in community.

Key words: feminist movement, Albanian Monarchy, education, civil rights, "Albanian Women" society.

1. Introduction

The beginning of the Albanian feminist movement in the early XX century was relatively late compared to western developed countries. This was as a result of many factors: at first, the Ottoman rule prevented the Albanians' aspiration of freedom and nation state. Secondly, the economic backwardness of the country didn't help the separation of women from the domestic economy. Thirdly, the application of common law and norms of the religious communities encouraged bigotry and conservative principles about the role of women in family and society, and finally, the lack of a national education system favored the prevalence of illiteracy, especially in female population (Musaj, 1997a, p. 21).

Despite the difficult situation, the first society of women, called "Morning Star", was founded in the city of Koritza, in January 1909, by the intellectuals Sevasti and Parashqevi Qiriazi. This initiative continued after the proclamation of independence and the formation of the Albanian state with the establishing of many female organizations, such as: "National Hope" (1914), "Albanian Rebirth" (1919), "Signs of Improvement" (1920), "Albanian Women" (1920), "Development" (1921), "Union of Albanian ladies" (1922) etc. (Musaj, 2003, p. 8).

The above societies operated in different cities, for a limited period of time, aimed at improving the status of women through education. They intended to promote language learning and technical skill in order to enhance their capacity for economic growth and social progress. They gave an important moral and material contribution for the national question, too. The women's societies were not only actively engaged in the protection of the Albanian state borders from the attacks of Montenegrin army, but also participated in the struggle for the liberation of Valona from the Italian occupiers. Internationally, they appealed to the Great Powers to defend the sovereignty and territorial integrity of Albania from neighboring countries' intentions (Albanian State's Archive (AQSH), F. 447, V. no year, D. 47, Fl. 1).

The Albanian women's societies were distinguished for their internal democratic organization. They provided the incomes due to the monthly payments of their members, gifts and outside assistance. The female societies operated under a

hierarchical structure and chose their representatives, by secret ballot, in the respective organs (Musaj, 2003, p. 9). They used to act separately, not in coordination with the other women societies to spread the feminist movement nationwide.

In the early 1920s, the city of Koritza was considered the center of the Albanian feminist movement, not only because of the formation of the first women society "Morning Star", but there changed positively the status of women with the creation of ladies' unions, such as: "Albanian Rebirth", "Development", which established contacts with their counterparts in Europe (Musaj, 2002, p. 119). The involvement of Albanian women societies in the international feminist movement served as the impetus for the abandoning of the conservative mentality and embracing the ideals of women's freedom and equality. The last principles needed to be enshrined in the legislation due to the importance of intellectual and moral elevation of women in the nation's progress (Musaj, 1997b, pp. 70-71).

2. An overview to the Albanian feminist movement in the 1930s

The Albanian feminist movement aimed at developing and enhancing the status of women guaranteeing equal rights and responsibilities between men and women. Its purpose was to eliminate old customs, prohibit marriages as barter agreements, protect the health of mothers and children and give them a social and economic support (Shini, 1930, pp. 171-172). Thus feminism, meaning the spread of ideas among women, was a product of culture due to increases knowledge, technical development and spiritual quality, so a symbol of a new life where peace, equality and happiness should prevail (Sherko, 1930, p. 195).

The feminist movement in Albania coincides with the struggle of women to abandon the inferior position to men, who considered them like semi-infant creatures, without an independent life. Wives were under the dominance of their husbands the same as children by their parents. Over time, they had accepted this poor social status, obeying the fate that made them half servants and some kind of slaves. From a human and moral perspective, it was a great injustice to leave woman (wife, sister or daughter) in a lower position, not to give her the permission to be equal to the "other half of humanity", taking the liberty and denying the possibility of enjoyment of rights and freedoms (Blloshmi, 1930, p. 153).

As a social issue, the situation of woman was an important problem in terms of intellectual and moral development because of child's preparation. The lack of female education and character formation affected undoubtedly the children not to achieve the adequate intellectual level. in this sense, the feminist movement was not only to the benefit of women, but the entire society. The winning of women rights required long efforts and tenacity, incessant care and dignified seriousness. They deserved these rights only through moral and intellectual advancement, ensuring gender equality (Blloshmi, 1930, p. 153).

In order to improve their status in the society, the education of Albanian girls and women was an immediate necessity to open doors to knowledge and culture. The avoidance of illiteracy would take them out of the darkness and help the women become worthy citizens to be engaged in the economic and political activities of the country (Musaj, 1999, p. 93).

Until the proclamation of the Albanian Monarchy (1928), women didn't have equal rights to men, such as the involvement in various social issues, the right to vote and to be elected to the parliament. Also women were excluded from the opportunity to take high positions in policy or decision-making. Regardless of the non-participation in legislative drafting, women carried the same responsibilities as men and were punished for the slightest infraction of the law, which they didn't know. These situations of women in captivity were as a result of their lack of education and the negative impact of religion (Plasari, 1930, pp. 175-178).

But, the difficult position of the Albanian women could change with the refusal to patriarchal mentality in opposition to women's right, considering them intellectually inferior to men (Ingersoll, 1929, p. 26). Therefore exaltation of women required changes in social life as well as legal improvements, to guarantee equal rights to men and women. They were sanctioned under the Civil Code, an important achievement of the government of King Zog. It was based on the modern and humanitarian principles that put the Albanian women on the same pedestal as men. According to the Civil Code, the rights and the responsibilities between spouses were reciprocal. Legally, men and women have equal rights. This principle marked a precious and undisputed progress compared to the previous laws that under the influence of religious concepts treated the women in a humiliating manner incompatible with the values of today's civilization. On the other side, women aimed at improving "de facto" their family and social status need to recognize their rights and responsibilities pursuant to the laws. This goal could be reached only through education and culture. Thus, developing their moral and physical powers, the Albanian women would not only know and understand their obligations, but also better protect their rights, which are taken not given (Poppa, 1930, p. 188).

Regarding the feminist activists in Albania, in the 1930s, the main task of the intellectual woman was the children education, maintenance of marital relations, housekeeping etc. This perception didn't restrict the role of woman in that of a cultured

servant, but emphasized the creation of a high-level teacher to prepare citizens and organize a normal family life. If the wife performed the mentioned task, she would help in the progress of humanity (Dako, 1931, p. 4).

The same was the purpose of the Albanian government policy. in the letter that King Zog sent to the Prime Minister, on January 16, 1929, claimed priority to the female education as a way of rising feminine culture, in order to manage successfully even the family life. If the girls were not well-educated, there could be no civilized woman, good mother or well-grown boys (Siliqi, 2003, p. 30). Considering woman as the best educator of her children intended to stop thinking backward as concerns to the children growth on the basis of sex differences. Males were superior to females, whereas the latter servants to their brothers and then to the husbands. This education was contrary to the nature, because man and woman were complementary to each-other ("The role of woman…, 1931, p. 73).

Parents both influenced on the children behavior and their personality development. Especially mothers, who were responsible for family relations, where the child received the first knowledge of this world; distinguished the best from the worst; learned the language, the customs and the traditions of the country; cultivated love for the family and the motherland. Therefore it was necessary the intellectual exaltation of Albanian women that was closely related to the fate of the nation (Beratti, 1931, p. 37).

For that reason, the philanthropic society "Near East Foundation" gave a great contribution funding the new building of the girls' school of the Albanian-American Institute in Kavaja. King Zog sent a thank you note to the U.S Ambassador in Tirana, Herman Bernstein, for their useful work to raise the cultural level of women. He added that the Albanian nation appreciated the progressive initiatives of the American people and expressed his gratitude for their peaceful and benevolent intentions. Moreover, the Prime Minister, Pandeli Evangjeli, highlighted the leading role of this school in the educational system in Albania ("The progress of women…, 1930, pp. 203-204).

Besides the increase in girl's education, the American School in Koritza used to celebrate the Mother's Day, teaching the children to reward the hard work of their mothers and the last to give importance to their highest duty, because every mother had a noble mission in family and for the advancement of humanity (P.V.P., 1931, p. 27). Referring to this fact, woman should be the collaborator of her husband in different activities, in bringing up children and cultural efforts, which help the development of social life. Thus, the status of woman would be improved due to relieve the burden of man, because the nation is comprised of two genders: males and females. Their cooperation aimed at achieving the higher purpose of becoming the woman as a key factor for the good of the homeland and the nation (P.P., 1931, p. 57).

3. The role of the "Albanian Woman" society on the feminist movement

The feminist movement during the Albanian Monarchy was under the auspices of Queen Mother and headed by Princess Sanie Zogu, who took the initiative to establish the "Albanian Woman" society. Its branches were founded in different cities throughout the country with the intention of unifying the woman's movement in accordance with her duties in social life and the nation's state. The "Albanian Woman" society was a good omen for the future that aimed to liberate girls and women. Such an ideal required overcoming major obstacles, particularly the old mentality to woman, destined to be obedient to her husband's instinct and isolated from morality. Thus, the main task was the struggle against the backward mentality due to five century rule of Ottoman Empire, which left terrible consequences after its disappearance (Sopoti, 1931, pp. 89-90).

The activity of the "Albanian Woman" focused on the modernization of women, meaning an educated, cultured and open-minded woman. Its mission was to ensure the family welfare and the upbringing and the education of their children. for this reason, should be taken into account the woman's impact on different stages of life, as a daughter, wife and mother, to the man and through them in the society. On the mother's role, she was the first teacher of her children, learning them to be familiar with the moral habits, work discipline and noble behavior. As a wife, she must recognize and enforce the household rules concerning the best use of time, money and intelligence (Çika, 1929, pp. 49-50).

It was proposed that domestic economy should be a separate subject in the design and implementation of school girls' curriculum. It charged with the task of opening training courses for housewives, not for luxury works, but for practical ones, in order to assume responsibility as the child's mother and the mistress of the house (Tule, 1931, p. 41). The domestic economy was considered the highest duty of the woman, ranking the other occupations in lower classes. Even a well-educated woman described housekeeping like a sine qua non condition to have a happy family life (Dako, 1930, pp. 170-171).

However the modernization of woman exceeded her role in the family. This process required fighting against customs, men's ambition and ignorance. While the development of mind sought the assimilation of knowledge aimed at changing the woman's position in society (J., 1930, p. 123). The education, widespread idea for human rights and the ease of physical

development helped the woman to prove again the same mental strength as man and the need to participate in public works (Dako, 1930, p. 170).

Nevertheless, the modern Albanian woman had to respect the values and the best moral qualities of her ancestors. She should not embrace the trend of some occidental countries to recognize equal rights of man and woman. First of all, she would be aware that generosity, nobility, honor and the preservation of customs were the qualities that attracted the attention of the civilized world. Also, the Albanian woman felt the material and moral obligation to the country. She was dedicated in carrying out the tasks, staying away from the political struggle, antagonism and individual interests with the purpose of playing her role in the transformation of the society (Selenica, 1930, p. 151).

The efforts of the Albanian women to improve their economic, social and political status were addressed in the "Albanian" journal, a publication of the "Albanian Woman" society, under the direction of Emine Toptani. The journal was published for two and a half years, nearly 18 numbers, because of the lack of funds, although it reflected a broad thematic coverage on the Albanian feminist movement. Most of the articles were written by famous intellectuals, such as: Sevasti Dako, Parashqevi Qiriazi, Kaliopi Plasari, Ikbale Çika, Sara Blloshmi etc. who, under the influence of progressive ideas, highlighted the situation of Albanian woman, its causes and gave their opinions on possible remedies (Musaj, 1997c, p. 79).

The "Albanian" journal devoted some articles to the important issue of marriage as a socially recognized union between spouses that shared common interests and values. The husband was the honest and the best friend of his wife and vice versa. If husband and wife had no large differences in age, class, culture, religion and educational level, they managed to build and nurture a happy family (V. F., 1929, p. 59). On the contrary, arranged marriage was criticized because partners didn't choose each other, consequently felt no sympathy or mutual attraction. Incompatible couples faced many disputes due to non-similar views and beliefs causing disharmony in a marriage (Borshi, 1931, p. 71).

Other journal articles described the significance of marital status for the benefit of domestic economy because of the reduction of overall costs compared to the single one and the generation continuity (Çika, 1930, p. 125). Authors also dealt with the legal prohibition of polygamy that made compulsory the civil marriage and guaranteed man and woman equal rights to divorce. The Albanian feminist activists appreciated the monogamous marital relationship sanctioned by the Civil Code, as a successful achievement of King Zog. He solved a severe social problem aspired to give women the right place at home, so assuring the family unit which is the foundation of every society and nation ("About the works …, 1930, p. 169).

The "Albanian" journal authors pointed out in addition themes about the mother's duty to provide a moral and physical education to the children who became the master of themselves and did not seek the parents' support anymore. It emphasized the attempts to equip women with knowledge of first medical aid to help children and husband in the family, like women in the civilized countries (Haçi, 1930, p. 89). A special place was given to the female personal care and the man paying attention to physical beauty, aesthetic attractiveness and the strong personality of the woman (Madrus, 1929, p. 131). Furthermore, there were mentioned the rules of behavior in the ballroom, scholars quotes about women and the effects of the plastic surgery (X., 1931, p. 19).

The aim of the "Albanian Woman" society to enlighten women through educational, social and charitable activities, influenced on its expansion, besides the capital, with the formation of twenty branches in cities, like: Pogradec, Leskovik, Peshkopi, Mat, Bilisht, Delvinë, Libhovë, Durazzo, Fier, Lushnja, Berat, Scodra, Përmet, Elbasan, Koritza, Kavajë, Valona, Argirocastro, Kolonja and the Albanian colony of Sofia. The society adopted the statute that was printed in Albanian and French, and began the efforts to gather members and organize women empowerment activities ("The second meeting…, 1930, pp. 138-139).

The women society gave a valuable contribution to the creation of infant literacy according to the country needs. in 1930 was opened the first systematic infant school. With the support of Ministry of Education, the society provided two scholarships to the associates pursuing a pedagogical course on the Montessori system in Rome to have trained teachers for early childhood education (Naçi, 1930, p. 102). Also the Council of Tirana branch distributed clothes for 100 girls and coal to poor families. It held even a night ballroom dance with over 400 guests in favor of the society, which used the accumulated revenues for charitable purposes ("The activity of Albanian …, 1930, p. 82).

The branch of Durazzo, with the assistance of local authorities, ensured facilities for society offices and infant school. A room in the building was reserved for piano lessons and a salon for handicrafts courses, where it was installed a loom with all necessary tools and a machine for embroidery. As a charitable society, the Durazzo branch helped two poor girls for marriage with a gift of 300 gold francs each. Moreover, at the end of the school hall ladies could enjoy free cinema showing movies on educational and social topics. The cinema was a good opportunity for women to know each-other and develop the social life. The branch of Durazzo planned to organize conferences as well on infant growth and family health, asking

the members to invite their friends to participate in such events in order to accelerate the progress of Albanian women (Official Section, 1930, pp. 161-162).

The society branch of Fier, headed by Mahmude Vrioni, informed on its efforts to heighten the prestige of women and give the proper value to handicrafts. She announced the assistance in woolen clothes, such as: singlet, sweaters, socks etc. for the orphanage girls in Tirana ("The activity of Albanian …, 1930, p. 81). While the president of the Leskovik branch, Afitaj Kane, reported the decision of the Council to open loom knitting classes and sewing courses intended to promote the handicrafts. The society also had issued various auction items that increased the amount of income to donate dresses for girls who attended the school (Kane, 1930, p. 162).

The branch of Argirocastro, under the direction of Hysnije Xhenneti, was going to rent a room to organize the meetings. It had decided to sell two "Singer" sewing machines for 500 gold francs and adding the same amount of money buy a machine for making woolen clothes ("The activity of Albanian …, 1930, p. 81). On the other hand, the vice-president Violet Kennedy, describing the organization and the operation of the "Albanian Woman" branch in Koritza, emphasized the inauguration in the American School of "bazaar opening", where handicrafts in sale drew the attention of the foreign visitors ("The activity of Koritza…, 1931, p. 12). Otherwise, the women of Scodra refused to take part in the meetings of the society. Their attitude derived from maintaining old habits that impeded women's freedom and activity for the benefit of the motherland. The progressive societies like elsewhere were confronted with obstacles and controversies in the beginning, but soon the Albanian women realized the real aim of the society ("The activity of Albanian …, 1930, p. 82).

On April 9, 1930, the women society held the second meeting, where the Secretary General, Parashqevi Qiriazi, presented the annual activity report of Tirana branch. It listed: the organization of three conferences on educational topics for capital women in the cinema hall; the purchasing of 400 meters of different colors fabric to dress primary school children in Tirana; the publication of five numbers of the "Albanian" journal; the distribution of 5000 kg coal in winter to Tirana's poor families and the successfully organized night ballroom dance for charity ("The second meeting…, 1930, p. 139).

Moreover, the Center Commission of the "Albanian Woman" society decided to give reward money to the girl or woman who made the best handicraft with national character, while the other works sent by the branches would be sold at a public auction in the Tirana club ("A competition …, 1930, p. 162). The society announced even the start of literacy courses for ladies who had missed the chance of education. It was an individual one, held twice a week, in the afternoon, based on the needs of every woman who wanted to learn the native language ("Announcement", 1930, p. 186).

In February 1931, the society received the sad news of the earthquake in the region of Valona. Under the leadership of Princess Sanie Zogu, the "Albanian Woman" society began work to help the survivors of the natural disaster. It called the members of the branches to provide aid for the victims. The women of Koritza managed to collect 371.50 silver coins and some clothes, while the branch of Argirocastro collected 484.55 gold francs ("The branch …, 1931, p. 10). As a result of the nationwide activity, the women society gathered the total amount of 6.685.85 gold francs deposited in the National Bank of Tirana for the relief committee. Also the society bought with its own revenues the following items: dresses, blouses, shirts and underwear. All these garments were sent by the first vehicle and distributed to the destroyed villages. in addition, the Center Commission organized actively the tickets sale to the dramatic show of the theatrical group "Orpheus" to assist victims of the earthquake disaster (The "Albanian Woman"…, 1931, p. 3).

The "Albanian Woman" society expanded its activity at an international level, with the participation of the delegate Anna Pekmezi, at the 8th Congress of the International Society of Women in Vienna. Its intention was to organize women from different countries of the world and help them improve their social, economic and political status. The International Congress of women societies aimed to ensure the appointment of a woman in the League of Nations and their representative at the International Labor Congresses, the strengthening of the international trade, the full application of Kellogg Pact, a move to thwart the military power of learning to children with the best international willingness and the celebration of the Peace Day (Beshiri, 1930, p. 159). Furthermore, the "Albanian Woman" society joined the International Association of Women centered in Geneva, which purpose was the creation of a strong connection between women all around the world to enable them the fulfilment of material desires, moral protection and unity of interests, so women enjoy the happiness and the welfare of life (Pekmezi, 1930, p. 143).

The "Albanian Woman" society was represented also in the First Balkan Conference in Athens, by deputy head of Tirana branch, Emine Toptani. The participation of a woman representative together with the men in the Albanian delegation gave an evidence of the women progress in Albania and a guarantee for the success of the delegation mission due to the role of women in peace and security. A group of women delegates made an appeal at the end of the Conference for close cooperation onwards to the women of all Balkan states. Unfortunately, they had suffered war atrocities and had seen their children, brothers and husbands die in the battle fields. Thus, it was an immediate necessity the collaboration among

women in the name of Balkan Union, in order to provide a future of peace (The "Albanian Woman" represented …, 1930, pp. 205-206).

In the early 1930s, the activity of the "Albanian Woman" society faced internal organizational difficulties and some of its branches existed only formally. According to the analysis of Emine Toptani in the General Council, the main cause for the decrease of women society activity was the deepening of the economic crises, the slow social development, the centralization of Albanian feminist movement and its state control. All the branches of the society in the cities were formed by the order of high state authorities. Their heads were selected taking into account the social and economic position of women, not their intellectual abilities. Regarding the content of the activity, it was mostly focused on charity rather than improving female education. Additionally the lack of cooperation between the center and several branches in different cities triggered the latter non regular function. This fact embarrassed the democratic-progressive elements who called upon the state, the Albanian society and the feminist activists to refine the activity of the women society (Musaj, 2002, p. 286).

Three years after its closure, the initiative for the reorganization of the "Albanian Woman" came from central authorities, who needed the society support for the social reforms. The former executives of the General Council committed themselves to drafting a new statute, which was sent to the Prime Ministry for approval in the beginning of 1937. Based on the statute, the main purpose of the society was to propagate education to Albanian women through regular courses and fight against Albanians' daughter illiteracy; to help their education offering state scholarship at the universities abroad; protect the health of the mothers and infants, provide support to disabled women and develop creative handicrafts (Musaj, 1999, p. 95).

In February 1937, the vice-president Naxhije Hoxha informed about the reopening of the Argirocastro branch that had no possibility to spread the handicrafts education, especially the cutting and sewing courses. It intended to learn rich and poor ladies tailoring because of the city's needs, but failed to receive funds from the Prefecture (AQSH, F. 447, V. 1937, D. 45, Fl. 1). While the chairmanship of the women society in Kukës reported that 60 regular members were enrolled with the formation of the branch. Most of them had low income and couldn't afford to pay a fee of 1 gold franc as specified in the statute. The president Jalldys Spahija proposed the reduction of the membership fee not to endanger the existence of the society (AQSH, F. 447, V. no year, D. 324, Fl. 1).

The heads of the "Albanian Woman" society at the center and in the districts supported the government's social reform for the removal of face coverings. They used to hold conferences or discussions with women in different cities addressing topics like the custom of face veil and its consequences to the development of women, as well as their own struggle for the elimination of this habit inherited from the past (Musaj, 2002, p. 301). They considered it even a task of local authorities to ban veiled women in public places as a wearing that impeded their progress in social life. Also men who didn't allow women to go out without the face coverings should be punished for personal freedom restriction. The "Albanian Woman" society gave itself the first example when the Queen Mother and the Princesses threw the veil and put on the hats, trying to convince the ladies that removing the face covering didn't undermine their morale (Frashëri, 1930, p. 98). Moreover, the society took measures to hinter the participation of veiled women in the meetings and its coming elections. The feminist activists welcomed the adoption of the law banning the face coverings, in March 1937, and pledged to help its implementation (AQSH, F. 251, V. 1937, D. 75, Fl. 105).

Another important duty of the "Albanian Woman" society for the female emancipation was the nationwide organization of classes against illiteracy in October 1937. At nearly eight months, the members, the teachers and the supporters of the society got involved in teaching language and mathematics to the girls and women and opened special courses for tailoring and housekeeping. There were distinguished the branch of Tirana, Durazzo, Valona, Scodra, Koritza and Argirocastro, which collaborated with the teachers of other cities for the progress of the courses. But the "Albanian Woman" society that contributed to the empowerment of women was obliged to cease its activity due to the political conditions established in Albania under the occupation of fascist Italy (Musaj, 1999, pp. 98-99).

4. Conclusions

The Albanian feminist movement in the years 1928-1939 was influenced by the developments within the country or worldwide, such as: the preservation of old habits, the low educational and cultural level of women, the economic and social inequalities and the efforts of the only "Albanian Woman" society in the center and districts to accede to the International Association of Women.

The feminist activists in Albania during the monarchical government shared different point of views concerning the women's role in the society. The first group aimed equal integration of girls and women in society, while the second one intended to protect and develop a female perspective and to continue propagating the archaic and aristocratic image of woman. These

two positions had an inconsistency between the liberal ideals for the progress of women and the feminist attempts that combined with social issues highlighted the problems of family, labor, the political rights etc.

The "Albanian Woman" society and its branches in most of the cities, with the support of state authorities, didn't limit to the acceptance of woman case, but they took measures for the physical and intellectual development of women, the upholding of their personality values and the improvement of the economic and social status in family and society.

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Conservation and innovation development to some ancient dialects of today Albanian

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Abstract

This paper will deal with the analysis of some typical early occurrences of a common physiognomy of some ancient Albanian dialects. It is not the first time that we deal with their study, but we always come forward new arguments in defense of the thesis, for the perception of conservative phenomena of these idioms before they disappear. Specifically we present some valuable generalizations and new analysis related thereto. On the other hand, will be served also some new arguments regarding phenomena mentioned for the first of us, and some other phenomena in our view that carry with them the shadow of doubt. Will also address the various out linguistic factors that have driven their preservative character. This is a qualitative paper based on direct interviews of the older generation, without compromising the younger generation, but the given examples specifically belong to the older generation dialect by approaching them with texts or documents of old Albanian, moving from one direction to another. This is done for the sole purpose, not merely the perception of conservation phenomena of these idioms before they disappear, but in order that the latter may serve as motivation for finding new arguments related thereto, or for the emergence of previously unexplored phenomena. We are dealing with a sociolinguistic work that is the fruit of a synchronic and diachronic analysis. Results of this study become evidence of linkages that exist between Sociolinguistics and history of the Albanian language, conservatism and innovation, thus preserving and continuing or the ongoing renovation from the other side. Idioms that have received in the survey are indicative of an early bilingualism by which time even starts the chronology of this phenomenon.

Keywords: Sociolinguistics- History of the Albanian language, conservation-innovation, archaic dialects.

Introduction

Languages in general vary from day to day, despite stiff resistance featuring their standard. The variation, the engine of evolution of a language, in most cases is motivated by the development and the progress, so recently and always arises the need for a more developed standard. The languages situation today is diverse. Languages which have developed rapidly and languages because of various reasons (linguistic and outside linguistic) do not follow the same rate; have languages that differ towards worldwide development axis and those type of languages that exhibit less change. After this statement, the reader is right to want to ask: what is the status of the Albanian language?

In Albania, day by day, efforts are being made by dialectologists for a record of the speeches before they disappear. The alarm has been activated whenever the dialect which is considered archaic.

On the other hand, the effort to a suitable standard remains one of the most hot problems today.

Even in terms of variants of the idioms occurs the same process. Some dialects run much faster towards the standard and some other not. Dialectal words tend to become bound occurrences of standard and blend in it (Gjinari 1985: 45). The researcher Gjinari reaches this conclusion for all dialects. But, not for any idiom case occurs the same situation. Although most dialects of Albanian remote terminal or ancient dialects (such as idioms that have taken into consideration) tend towards innovation (supported by external factors such as in the case of our idioms, the bilingualism phenomenon), again the pace of the change and the flood from the standard appear slower.

They still retain obsolete phenomenon, but important. These old phenomenon as also are the phenomena found in the documents before the written Albanian, still used today in everyday discourse of Arbëresh, Arvanites, the Cham and think that this point constitutes the key issue that we will treat.

Method

Participants

We recently had in the survey the diaspora dialects, such as the Arbëresh dialect, the dialect of Arvanites, the dialect of Chameria (an Albanian diaspora dispersed throughout the state), and sometimes turning attention to the first documents of written Albanian.

As mentioned above, this is a quality paper and the method we used is the method of interviewing. We also used direct research in old texts of these languages, as well as analysis of transcripts of researchers in voice, if it's early documents. Often we take for granted these tests and sometimes are not agreeing with them, if it was necessary.

Materials

Specifically, during the analysis we have considered the dialect of Buzuku (Missal - the first document of the written Albanian, the analysis of this work by S. Riza); the dialect of Chameria (early Cham dialect extended by Q. Haxhihasani in dialectological terms, the today Cham dialect extended by E. Troplini, a.2012); dialect of Arvanites (Reinhold's texts, analyzed by A. Klosi); the dialect of Arbëresh (various Arbëresh villages texts and analysis for these dialects of different Arbëresh researchers served by Gj. Shkurtaj).

Results

Researchers have always concluded that through old phenomena can be achieved in ensuring recognition of Albanian development stages and theoretically claimed that through them can be rebuilt its still unknown phases. Consequently, these phenomena help to clarify the history of the Albanian language, which for lack of arguments is still unclear. This is exactly why further research of these phenomena worth Albanian language. On the other hand, are exactly the dialects that we have taken into consideration, embodying these phenomena. They are spoken all day today. Given this fact and the needs of today's Albanian language, we cannot say that they are sufficiently extended.

We constantly aim their delivery and any typical phenomenon that may come before us, or even casting doubt on the phenomenon discussed earlier, if necessary. But all of this should not be mistaken as a sign of conservatism in linguistics. The dialects vary from day to day and as stated eminent scholar F. Altimari for Albanian and the situation of these idioms "It's good that language evolves and changes as would otherwise have to do with a dead language ...". So all this, and this paper too does not mean that the language should not evolve, but some phenomenon are good explanations and they should be percieved before they disappear. This constitutes the opening of discussions to which we'll talk at the end of this paper.

Development of paper

Common occurrences of these idioms, apart from the values of sociolinguistics and linguistic character which will also list them at the end of this paper, are indicative of another important phenomenon that characterizes Albanian: Although Albanian frantic sequence and changes in the course of globalization, essentially remains an old language. Occurrences listed below, along with generalizations and relevant analysis (valued in our view), the best prove such a thing.

We initially start with a handle occurrence of us for the first time (Troplini b. 2014). It is about a so-called letter from the arberesh village of "Shën. Palj" (San Paolo) in Cosenza, Italy, then to diagram lj: "Rrofshi, ljulëzofshi e më mos u martofshi": s'është mos një evend i katundit aq i bukur e i ljumtur sa ai kur dy të rinj martohen (...) (Abitante 2013), that is translated:

"Live long, flourish (have children) and not more have other marriages ": there is not such a beautiful and happy event in a village as a young couple get married(...)

There is no question that this is a phenomenon of early Albanian, because, except in our days, it is also found to some old Albanian documents.

In pronunciation, it has similarities with another early Albanian phenomenon located in Cham dialect, namely, the so called strong H (χ) borrowed from Greek. The latter, as we will see below is best analyzed separately. Regarding this phenomena the researcher Niko Stillo has done even more analysis which can be taken into consideration as it distinguishes several types of this letter (Stillo 2011: 88).

So it comes to two phenomena in writing that they have no communion, while they resemble imposed. We arrive at this conclusion after close observation of these phenomena. Although to reach the correct conclusions from phoneticians are required measurements, so we present the case after its display case.

Incidentally what we found in an earlier phrase served by the writer Martin Camaj found by Ludwig Braun (professor of classical philology at the University of Frankfurt in Germany), as he was preparing scientific publishing of a comedy in Latin of the Venetian author Tomasso de Mezzo (1422-1488). The phrase is Tramburete klofteo golje (Dramburi të clofto goglie transcripted Dramburi të klofto golje). Despite the interpretation of the most prominent scholars of this Albanian phrase mainly to its meaning (Osmani 2009), this phrase immediately reminiscent of today's popular phrase T'u thaftë goja!/ Dry up your mouth! All Albanian speakers (simple individuals, average age of compulsory education) who have tested about the semantics of such a phrase, immediately responded that it was early Albanian. Specifically the question was: What does this mean? The response we received was: This is old Albanian or ancient Albanian or ancient languages, etc.

And, more or less in areas where they had been originated, the explanation revolved around the expression Dry up your mouth! So this is a curse phrase so not only noticed by researchers but also by ordinary people. However what we care within this expression is the word golje, the diagram or letter carrier in question.

In support of this view have also singled out two words from the analysis that the researcher Victor A.Friedman (Llalla 2007), makes the archaic idioms of the villages Arcadia (Greece), Ukraine, Mandrica (Bulgaria), populations who speak Albanian folk, specifically, the Ljupë e Ljutë.

Arcadia: Ljupë, Ljutë

Ukraine: l'ope, l'ot

Mandrica: cows, tears

Standard language: lopë, lot/cows, tears (Troplini b. 2013)

Our curiosity about such a phenomenon does not end here. The questions before us are many:

First: Are we dealing here with a Latin diagram lj? Taking into consideration the Albanian latin borrowed words which are numerous (as far as Meyer called Albanian half a Latin language), it also can stand. On the other hand, the imposition of its pronunciation resembles the letter (χ) which is thought to be borrowed from Greek refutes such an assertion.

Second: Are we dealing with a letter lj as St. Palj arberesh's claim? If it comes to the lj of Victor A.Friedman (let's call it), or the lj served by Camaj, or the lj found in the early dictionaries served by Stillo (although he identifies it as a diphthong), as well as for all other cases that will treat below; think that is the case we say that we have identified an old letter of Albanian.

Thirdly, we have simply to do with the diphthongs iu, ia, io etc., when these diphthongs appear not necessarily preceded by a consonant l before. Even here the pronunciation problem appears. What we need to explain is the fact that in all the above cases we harvest it almost to the same words. This detail, as well as the extension of the following examples divest him of being a diphthong.

In order for the reader to understand and to be clear, we are analyzing everything concluded through the analysis of several examples.

Thus the analysis of "Four languages vocabulary" of Danil Voskopojari, Niko Stillo researcher undertakes the treatment of diphthongs (Stylos, 2011: 84, 92). There we will find the diphthongs io, iu, ii, ie, ia.... etc. Although in our view this is not an acceptable interpretation, the treatments that this researcher brings, are very valuable to us because we encounter in "Four languages vocabulary" again this letter, to the same words. We are presenting these examples as researcher has written surely that the examples given are given in defense of his thesis regarding diphthongs, ex.

liùmerat (lumenjtë- the rivers), pliòt (plot- full), liùlete (lulet- the flowers) (f.164); liàkrate (lakrat- the pot herbs) (f.165); liàrt (lart- on high) (166); liùtzon (lulëzon-flourish) (167); edhe liàkhithi (edhe lajthiti- and nuts) (f.172); ke te liùtet (që të lutet-that he may pray) (f. 174); kièlia (të paturit – the heaven), po te liès (po të lë- but leave) (f. 182), ke te bliùane (që të bluaj-to grind) (184); buliùare (mbuluarë- covered) (186); liùadhne (livadh- the meadow), te blieths (të mbledh- collect) (190); lièpure (lepur- hare) (192).

Stylo researcher has not taken into consideration the consonant l and has treated all cases together as diphthongs. Perhaps the researcher is not aware of the existence of this letter to arberesh today and we were not even aware of it until we randomly appeared. This is a good case in order to insist more to phonetic, morphological, lexical and especially the syntactic phenomena, (while syntax is little delivered in the speech study, but these dialects provide many in this direction) of these idioms, always within the approximation of these phenomena from a dialect to another, but also to approach quite specific occurrences of each idiom, with other spoken Albanian dialects and documented.

Proceed with finding other convincing arguments in support of the same thesis. In the text History of Albanology (1497 - 1997) the researcher Jup Kastrati is written about ritual formula of Bellifortis's handwriting. It prevails in our view a word,

the word biljat-daughters. According to the author this document (whether to call it) was found by the Assistant Professor at the University of Bucharest Dumitru Todericiu, in 1967, in an act of chivalry of the year 1405. This ritual was read and decomposed, first in English by Demetrius Polena and then studied by Robert Elsie. The latter interpreted as Albanian twelve words: izë, zabel, janë, jonë, rragam, i madh, përbri, afsh, vashëri, ehem (i mprehtë /sharp), biljat /daughters (Kastrati 2000: 40).

So as we see in the XV century Albanian versions are golje (golë-mouth), bilje (bile-daughter). In today Cham dialect have encountered traits as: golë/mouth, bilë/daughter, fëmilë/child. We also know that Robert Elsie has studied very much the dialect of Chameria. And, if you deal with such an ancient dialect, certainly grows the curiosity on oldest Albanian texts day by day.

According to the same researcher (Kastrati), in the same text, we find several other examples about the same phenomenon as the author interprets the image of the Engjëll Mash. The latter is based on Leibnizi (Kastrati 2000:551) So give us some words where there is a doubling of the vowel, which among other things stated length of pronounced vowels as: dhii, deer, druu, njerii, shpii, dhee, deet, guur, heer, puulj/ hen. Doubling the vowel is a phenomenon that we have identified in these dialects and necessarily we are going to retake again. But what about the phenomenon in question is the latest example of which is found to the same phenomenon: puulj. - Ibid, while female names mentioned in the indefinite form, without terminal letter ë , we see again this diagram or letter. Thus we have: buk (bukë/bread), nat (natë/night), bretkos (bretkosë/frog), pem (pemë/tree), drit (dritë/light), diers (djersë/sweat), ljuft (luftë/war), gjum (gjumë/sleep) etj.

According the same researcher (according Kastrati), Engjëll Mash says: "words with y, are written with i: iil (ylli/star), grik (grykë/throat), krie (krye/head), krip (krypë/salt),etc". In this text there are, -he still continues, word forms that are preserved among the Albanians of Italy dialects as: rah (kodër, mal/mountain), bilj (bijë, vajzë/daughter), thron (fron/throne), ruanj (shikoj, vështroj/to see) etj." (Kastrati 2000: 551).

So, as we see here appears the identical phenomenon. While the lack of vowel y will deal below.

While the researcher Kastrati itself reaches the following conclusions: "In two dictionaries of the most conspicuous phenomena Andrea Dara's main phonetic system of the Dialect of Adrian Palac, such as: lack of the phonem -y, the presence of groups of consonants kl, gl; content of consonant groups pl, bl, fl (bluesi/grinder, bleta/bee, pluhur/dust, plakunë/become old, flutur/butterfly); the conservation of vowels group uo (truom, paguonj/pay, t'shikuomit/seeing); presence of long vowels; presence of sound lj: ftuljë (ftujë), diljirë (pure), bljeta (bee). As we see Kastrati labeled as sound, but the sound is not mentioned by anyone then, not even by Kastrati itself.

These examples are exactly those of whom we think this is a phenomenon in itself and can not be treated within a diphthongized.

Having been to diphthongs, now we go to another phenomenon. We are talking about the vowel heap ua which in the old Albanian dialects in question appeared in the form uo. What we have long attracted the attention of another heap in today Chameria dialect, namely inverted ou heap: punou/ work, kalou/went, etc., which is found in some older people, but also to some preschoolers who stay with their grandparents today . So now we have two possibilities of interpretation: first, we simply have to do with a reversed sequence; second, we just have to do with specific dialects within this provincial dialect. However this is a phenomenon in the above observation, more or less as it was originally the diagram, sound or letter lj.

On the other hand, should be studied in order to better differentiate also: specific occurrence of each of the speech (as is characteristic of nasal sounds to Vakarico dialect), of phenomena that are seen as part of physiognomy of regional dialects as a whole (as is the phenomenon of syntactic emphasis on Cham dialect (found in all dialects of Chameria), and of phenomena within these idioms (Arbëresh, Chameria, Arvanit and specific idioms to each of them) that make up their internal developments (that are not ancient character traits). Is already logical that the only rate that the dialects without prestige do respect, is just a known rate thanks to the instinctual agreement between them. Within each ethnic community are inevitable internal developments of idioms. We give some examples of Cham dialect associated with the latter.

In the older Cham generation find some verbs used with the theme in consonant that the plural second-person take several forms to which we think are developments within the Dialect: ju hapi (ju hapni-you open), ju merri (ju merrni-youtake), ju vrisi (ju vrisni-you kill) etc. To this generation also noticed that some verbs in the third person of the perpetrators of the simple take-ending -i: ajo vdiqi (ajo vdiq-she died). This phenomenon is reflected to all generations, including young age.

For verbs in the simple past that come with suffixes -va,-s (verbs with the theme in vowel), we see that this analogy takes the termination of its third -vi ending namely: bleva, bleve, blevi (bleu/ bought)/ blevëm, blevët, blevën (blemë/we bought, bletë/you bought, blenë/they bought). The same thing happens to other verbs, bëra, bëre, bëri/ bërëm, bërët, bërën (bëmë/we did, bëtë/you did, bënë/they did).This phenomenon is observed more to the generation of new medium and

Cham. These are also some typical forms used by young children to any dialect today. They really are regular shapes, but not according to the standard. In today's standard they belong to the so-called area of irregular morphology. So while kids in general, over the years, in a sign of conformism, eliminate these forms of "regular", Cham speakers of new and medium generation don't do such a thing showing individuality in this regard.

In Cham and Arvanit dialect have also noticed some constructions which Klosi (observation and analysis of texts of Reinhold) interprets as constructions that use without: pa të pienj, pa t'e ndiejmë, pa t'e ndoqi me vrap, pa t'ia dha të klarit, pa t'e qëlloi. If our interpretation in Arvanit dialect, whether in Cham dialect to shape the type of "without" mainly for purposes of this shape, connected with an adverb of time immediately, instantly (Troplini c. 2012). So the semantics of the above traits is more or less this: të pyes/to ask, now instantly; ta dëgjojmë, tani në çast /I'm hearing now instantly; në çast e ndoqi me vrap/now immediately ran; në çast ia dha të qarit/instantly gave a crying; në çast e qëlloi/shot instantly. Even this phenomenon is also introduced among those phenomena which deserve a specific detailed observation.

Another phenomenon that has long impressed us is the phenomenon of emphaticity of Albanian language to dialects in question. Regarding this phenomenon, many scholars, as it deliver the texts of old, not being in touch with the discourse of these idioms today, erred in determining this trait.

Klosi researcher during Reinhold's handwriting analysis speaks of "life and rhythm of spoken language", to which he thinks has to do with a swinging rhythm of Basil Pater (Reinhold's collector of texts). Distinguished S. Riza linguist speaks to a kind of individual pronunciation of Buzuku while examining the phenomenon of plural in his work. Niko Stylo in Marko Bocari vocabulary (Stylo 2007) highlights the same as it is for the Albanian emphaticity. While closely examining these idioms, see that this is a feature that is preserved even today. So has to do with early Albanian and not emphaticity or individual pronunciation etc., of the individual itself. The phenomenon that once treated, the emphasis on Cham syntactic, syntactic diversity of some traits specific to this dialect etc. reflect the best the feature of Albanian language as a emphatic language, living and as a language with strong character.

Given the lack of antihiatic j to these dialect specifically to examples (Buzuku the enclitic e with o-verb in the imperative unites it without the antihiatic consonant j: ħuchoe. In Arvanit dialect we have: shtëpi-shtëpia, qevërri- qevërria, Çamëri-Çamëria, Parmëthi- Parmëthia etj; Hasimea, Gjulea, Fatimea etj; nuse- nusa, dele- dela, lule- lula, maçe- maça etc. Prindi i thotë: "çë më pien? Ashtu më piejti/asked edhe é-ot motrë e madhea, e i-a thashë, e më shaiti/railed: -çë do edhe ti , çë kërkon?), have identified another old phenomenon which relates specifically with the simple past tense in indicative mood. In the example above we see the verbal traits (më piejti/asked), më shaiti (më shau/he railed me). This form is found even in the other two dialects: Arberesh dialect Nuses ng'i pëlqejti përgjegja e krishtit e tha; in Cham are also found forms of e qajti (wept with words-groove), e gajti (e ngau, e ngacmoi/tease, haunted), especially when accompanied by short form e of the accusative. Apparently this form appears more frequently if the verb is associated with shortened form of the personal pronoun.

We present below some other analysis and generalizations about some old typical phenomenon of Albanian.

We first start with the long vowel and lack of –y phoneme, as also mentioned above. Regarding the first (the length of the vowel in Albanian), we observe it closely in defense of the idea that the grasp in Albanian not necessarily prevails only thanks to the phenomenon of emphasis, but to ancient dialects, or in some cases as, depending on the situation, some unit linguistic structure are associated with the discursive structure and the grasp can stand out the long vowel (Troplini d. 2013). We are listing once again the conclusions on the long vowel to see how diverse it is presented in Albanian, although the literary standard does not contain the long vowel.

Foreign scholars for the length of the vowel in Albanian, have managed to find three scale of lengths: the vocal length, intermediate length and the short quantity: Dozon, Manual i gjuhës shqipe, 1879 (Dozon 1870: 179); Pekmezi, Gramatika e gjuhës shqipe, 1908 (Pekmezi 1908: 46); Vaigand, Gramatika e gegërishtes jugore, 1913(Weigand 1913: 05). According to these scholars Albanian has the shortness, semi-length, and vocal length; for example in the word măl (mountain), the "a-" is short; in the word máli (the mountain), the "a-" has an intermediary length... , and full length have the words bār (grass), (barī – herdsman); hatā (havoc); drū (wood) etc. (Ajeti 2005: 225).

In standard Albanian long vowels usually coincide with the accent, but it is not quite the same thing in the dialect or in daily discourse. With such a judgment also Ajeti disagrees (Ajeti 2005: 227), as the author in question takes as an instance the dialect of Gjakova and that of the text of Vehbije previously documented in the Turkish-Arabian alphabet. So, apparently due to these conclusions we can jump to other detalied observations of early Albanian.

In the northern dialect of Gjakova Prof. Ajeti mentions another length, - compensative length in this discourse and other gheg discourses is obtained in the preceding syllable words, after the ending "ë" drops: ditë- diit- dīt (day), pikë-piik- pīk

(drop), arë- aar- ār (field), borë- boor- bōr (snow), fletë- fleet- flēt (page) etc. The same length Prof. Ajeti notes in the text of Vehbije, the oldest document of Kosovo Albanian written in Arab-Turkish alphabet (Ajeti 2005: 221).

It is still preserved in the most archaic dialects of Albanian (Cham, Arberesh, Arvanit etc.). Examples: tagdiir, undiir, cihuur, buhaar (long vowels before the liquid –r consonant); the future of the past and the pending (its third) union of two identical vowels has taken the form of a diphthongized in which the semivowel i is present: do viį, i shpiį bukën, i liį diçka (here we have to do with the semivowel į); the conservation of long vowels in open grasps (dhe: , gra: , shpi: , shi:, etc.) and closed grasps (bi: r, mi: r, shka: l, pa: l etc.). The conservation of long vowels at Buzuku : a: Chaa meh chleneh 188/31; baasi 4b28; teh paah liħ tatti tpaemenit 29b42 etj;e: aih teh formonee 12b45; Galileesse 11a29; teh desmuometeh e reesimeh 74a38i: gεuçiite 90b41; stepiineh 172a35; fuħii 25a42; eεaiiah 74a7; hiir plota 1a1 etj (Troplini e. 2009).

All these examples indicate the long vowel diversity and its presence in Albanian today.

Proceed with other phenomena which have treated within the approximation of the ancient dialects (Troplini c. 2012), but in defense of the thesis of this paper think to remind them again, along with some of the generalizations and valuable analysis that we have reached for each of them.

- Lack of -y phoneme and the use of the phoneme i in its place. Even this is an early phenomenon, for whose preservation to these dialects has been spoken separately, but not in the context of alignment with each other. This phenomenon appears in our view the most archaic in Cham dialect. To the dialect of Arvanites (analysis by Klosi), and to some Arbëresh idioms, sometimes appear the vowel -y. The same thing happens to "the dialect" of Leake (Hoxha 2007). Examples: jo ata ta ç hin për gojë pëgan nierinë, por ata qish del; i tire, (i tyre/their), lier (lyer/dyed), drise (ndrishe/ ndryshe-different); drishe, ill (yll/star), krie (krye/head) si edhe këture, i ture; sutë emii (y>u).... etc.

- Groups of consonants kl, gl. By the analysis that we have done especially to this phenomenon, it is clear that it shows greater conservation in Cham. As in Gheg, even among some Arbëresh dialects, these groups are reduced. Even to the dialect of Arvanites (to analysis by Klosi sometimes they appear as today in Albanian). Examples (Troplini a. 2012): i glatë (i gjatë-long), endiglo, gluhë (gjuhë-tongue), clissë (kishë-church), klai/ klanjinë (qajnë-cry), glunjë (gjunjë-knees), kle- (qe-were), kleçë (qeshë-was), glisht (gisht-finger), klumusht (qumësht-milk), kliçe (kyçe-joints), glëmbi (gjëmbi-thorn), i shklier (i shqyer-torn),i shklarë (i shqarë- i shkarë, i çmendur/mad), klishë (kishë-church) ...etj.

- Conjugation verbs in mi, mostly the verbs to be and to have. Early forms of these verbs are unquestionably noticed in the dialects in review. It is specifically for the forms: jesha (isha-I was), jeshe (ishe-you were), ish (ishte-he was) / jeshëm (ishim-we were), jeshët (ishit-you were), ishnë (ishin-they were); kesha (kisha-I had), keshe (kishe-you had), kish (kishte-he had)/ keshëm (kishim-we had), keshët (kishit-you had), kishnë (kishin-they had); kleva (qeva-qeshë/was), kleve (qeve-qe/was) , kle (qe/was). They matched the traits of Buzuku (remember - the first written document in Albanian): ish ardhunë, klenë ardhunë, ishnë ardhunë, kle ndekunë, keshe lenë, i kish ardhunë, mos keshë thanë etj.With regard to these forms can say that, forms kleve, kleve, kle mainly represent innovation to the dialect of Chameria, while forms jesha, jeshe, ish/ jeshëm, jeshët, ishnë; kesha, keshe, kish/ keshëm, keshët, kishnë represent innovation to two other dialects: Arvanit and Arbëresh (of course these innovations reflect one or the other dialect depending on the respective idiom of the respective villages. For a more accurate recognition of them you may see recordings of the speech today in the online journal "Jetë Arbëresh").

- The traits of sigmatic aorist. In Buzuku speech we do have: u mbeç(unë mbeta-I remained) me ta 23a9; u Gjoni gjegjsh (dëgjova-I listened), u di kaha erdhshë (erdha-I arrived)87b31; ù paçë (pashë-I saw) pësuotë 174a45; u gëzuoshë (u gëzova-I was glad), u mplakshë (u plaka-I am old), u rrëfyeshë (u rrëfëva-I confessed), u bashë (u bëra-I made) etc. In the three other dialects (Arbëresh, Arvanit, Cham) have respectively the forms: i thaçë (i thashë-I told), ia thaçë ù, t'e thaç ù më parë, do viç (do të vish-you are coming) me mua; do të shkruaç (do të shkruash-you will write) ti; do t'inçizoç (do të inçizosh-will record); u bëç (u bëra-I made), u mplakç (u plaka-I am old), u merruaç (u tmerrova-I was terrified), u lodhç (u lodha-I am tired), u poqç (u poqa-I was roasted) n'diell etc. Sometimes in these idioms they are used in the form u dogjsh, u poqsh, u zushë etc.

- U trait of the personal pronoun me. Associated with such a form of historical grammar (Likaj 2000) have learned that early forms of –ù is derived from a personal pronoun "swe" of the indo europian language. In the first sentence of the text of Buzuku we have "Ù don Gjoni i biri i Bdek Buzukut ....etc. For consistency we give out a sentence for each idiom; Arvanite (Reinhold): "tatë, po të të shanj, si ato, s'jam vaiza é-otë": - uratënë t'ëndë edhe tri të véshura burrërishte: e ù (unë-me) véte prë ti."; çamërishte (Troplini a.c. 2012): në saba grihet u thotë babajt e nanës/ kam parë një nëndër u (unë-me) tha/ thuejna i thanë ata/ nuk ua thom//

- Suffixes of non active verbs. Even this is an ancient phenomenon that distinctly stands out. In Buzuku we have: ù nçonem (unë çohem-I stand up) 69b8, a do të pagëzonesh (do të pagëzohesh-you will baptize) 34b6, ai...qi ndë muo mos skandalixonetë (skandalizohet- scandalised) 38a7, porsi kthenetë (kthehet-to turn) torrenti5b45, a nukë shihni se gja nukë shumonemi (shumohemi- multiply); banemi (bëhemi-to do), kthenemi (kthehemi-turn), shkurtonenë (shkurtohen-shortened) etc. Also in these dialects we have: vineshin (vinin-come),   bënej (bëhej-to make), martonej (martohej-marry), rregulloneshin (rregulloheshin- were regulated), shtroneshin (shtroheshin- were taken up),   pajtoneshin (pajtoheshin-agreed) do not hesitate to present some verses in Arvanite dialect: "piete ani, ç'bënetë (ç'bëhet- what is done)/ me turqit atje, me qentë/t'i ketë a mos t'i ketë/ndë pisë thellt' e më thelltë/ që na cfilitënë dreqtë!"

- The conservation of l sound in words like: fëmilë (fëmijë- child), bilë (bijë- daughter), kuel, kuelj(kuaj- wail), rrumulë (rrëmujë- mess), milë (mijë- thousand), palë, paal, (pajë- dowry), valë (vajë- wail), golë (gojë- mouth) etc.

- Melting short traits to the three dialects as: t'e marr (ta marr- pick), t'e shoh (ta shoh- see), t'e hajë (ta hajë- eat): E vërteta ngë mund thuhet, pse mosnjari do t':e gjegjinj (do ta dëgjojë- will listen).

- Some common forms to some specific verbs like: vata (vajta), pava (pashë): ù vata, ti vate, ai/ajo vati ; ne vatëm, ju vatët, ata/ ato vatën; ù pava , ti pave, ai/ajo pavi; ne pavëm, ju pavët, ata/ ato pavën. Djali vate (vajti- shkoi/went) ne kali në katua prapë (...) vanë (vajtën- shkuan/went) prapë në kufi të bukrës dheut // (Cham tale)

- Shortened forms of participle u ka bënë equivalent with the form është bërë.

- Conservation of neutral gender: të parët, të klarët (të qarët/crying): Plasi ka të klarët

- Stand out affricate consonants in words like: xathur (zbathur-barefoot), maçe(mace-cat), xheshur (zhveshur-naked), xë (nxë, mësoj-learn), xëj (nxë-caught); pse e xore (nxorre- bring) në mejdan ti i tha kali/ më pa kur bëra duhan / mos u sellkëdis i tha kali (the same tale) etj.

- The conservation of the strong H(χ) borrowed from Greek (a unique and controversial phenomenon, as there are scholars who say that the Greeks may have borrowed it from the Arabic): aχere (atëhere-then), rrijëm në χje (hije-shadow) t'ullinjve. In Arvanite this phenomenon is found once with χ and once with ch while in terms of Arbëresh, we think that /gh/ sound, in words like: ghare (hare, gëzim-gaiety), shogh (shoh-see), bëghem (bëhem-become) (Solano), can be related with the same sound.

- In all dialects, including the dialect of Buzuku are noticed some common lexical obsolete words as: Gjegj, (dëgjoj-listen), botë (dhe-soil), glas (ngas-drive),   klënë (qënë-were), psonj, mbsonj, mbsonj, mpsuaritë (mësoj-incur), sherti, sherëti, sherëtinj (psherëtij-whisper), ù (unë-I), u-ja (urija-hunger), vetëhe (veten-myself), jatri (barë, ilaç-medicine, but in Cham we also have jatro, mjek-medic), kurm (trup-body), pisë (i zi sterr- jet black).

- The conservation of the participle (bëj-to do) in the form bënë: kish bënë (kishte bërë-has done), ish bënë (ishte bërë-has been done) etc. Even the intermediate Cham generation uses: e ka bënë (e ka bërë-he has done), u ka bënë (është bërë-it has been made).

- A separate issue constitutes the treatment or Turkish and Greek borrowed words to these idioms.

...Etc.

Discussion

Then the question arises: Who are the factors that stimulate their conservative character? Sure, a crucial role play the out linguistic factors as much as:

a- The mechanical movements time after time of these populations.

b-The way of integration of these people in the receiving communities.

c- Psychological factor of displacement; the great love for the nation which can't motivate the loss of language as its symbol. This factor is felt early in the early Arbëresh diaspora (for such a fact also speaks the literary language), who even though have gone away by their will, have gone away to national issues. Even in Cham population occurs the same phenomenon.. They were subjected to ethnic cleansing. Even today they miss their ancestral land and their territories. To say nothing then to Arvanites who have always been deprived of the language of their nation. Language is exactly what identifies these people as a community of humble and very tired. The spiritual conservation unquestionably leads to all these dialect, to all generations.

At this stage of the paper we return once again on the generalizations that Gjinari makes about the speech: dialectal words leave their place to literary language features, or take place in it. (Gjinari 1985: 45).

Of course all the above phenomena treated as conservative are found in specific words of idioms or "are connected with parts of the system" and therefore, should have been the first to be withdrawn in front of the literary variant, but in such dialects, they will always remain a substrate of archaic words. Consequently, we join Prof. Shkurtaj opinion that "there is no lexical development itself for itself, but transformations and conscious stratifications caused by the growing needs of speakers to impart. But on the other hand, we think that this statement is more concrete for the older generation. Continuing the thought, Shkurtaj thinks that … the speaker, because the expansion of the proclamation and already according the more qualitatively social circumstances and the environment where the communication is performed, lines with full awareness of the close dialectal form of words and prefers those with a wider range ... (Shkurtaj 2009: 38), on the other hand think that warranted more for the younger generation. While talking to the intermediate generation, would be to use once again one assertion after another, because the dialect is characterized by a kind of equilibrium between the two dialect generations extreme dialects (Troplini a., 2012). However in this kind of withdrawal, change wins, and orientation towards language with greater prestige as the official language standard is (Shkurtaj 1981). Although preservative, bias towards standard is noticed even in the older generation. This is a phenomenon to be ignored if we consider the years of standardization of the Albanian, but is a chain phenomenon that will always happen generation after generation.

So labeling "conservation idiom" cannot exclude the change, their development and renewal, more so if it is is such idiom which have been continue and will continue to be for a long time and such a thing can be understood thanks their conservation to the desire of fanaticism times, once with love and perseverance. On the other hand, they have been, and will continue always to be under the effect of a continuous change, renewal and of unquestionable renovation, processes that are not only inevitable in all dialects, but in the situations of languages (or dialects) in contact, are the inevitable result of a continuous bilingualism.

I believe that the idioms themselves develop these two opposite poles, so conservation and innovation at the same time and we think that is the very reason of their survival until today.

Conclusions

Regarding linguistic phenomena addressed above, as well as all other common phenomena among the speeches in question, certainly not the last word is said, also to the fact that we have not disbursed all of them. So they are even more varied. In this paper we have extended those phenomena that stand out more for their preservative character and features of the Albanian today. We do know also that such occurrences think to commit one by one in separate papers for each. Phenomena in question have special significance for our language of old and new, to achieve some valuable conclusions as:

1. The sociolinguistic and dialectical value that these dialects have. The data, the features of these dialects are considered quite valuable in the dialectal context of the sociolinguistic situation of Albanian language.

2. The indisputable link between sociolinguistics and language history. Archaic dialects of Albanian today are becoming evidence not only for its surpassed stages, but through them are also revealed quite historic character issues. Conservation is a helpful factor to these dialects that should be perceived before they disappear in the future. In the context of a later documented Albanian and all the still unsolved problems of the historical aspect of language and for the values that still carry these idiom, we should anticipate this risk.

3. Conservation is a feature that unites completely all lateral dialects on a common denominator and the spiritual conservation (own conservation strength, that demonstrate the strong Albanian character of these residents) leads to the idioms in all generations.

4. These dialects create numerous approach opportunities.

5. Within studies: new with the old, through these idioms drawing conclusions about the report "regional dialect-the official dialect". The strength that characterizes the Chameriadialect, the Arvanite dialect or the dialect of Albanians of Italy (Arbëresh), is on the one hand,-preservation, conservation and in turn, the development of these idioms under pressure of linguistic factors and out linguistic factors towards the prestige language, but this development is characterized by a slow pace.

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EXAMINING THE IMPACT OF PRE-SCHOOL EDUCATION ON SELF-CONCEPT

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Abstract

The purpose of this study is to investigate the relation between third grade students' self-concepts who attend the pre-school education and who do not. The sample of the study consists of 560 third grade students from 13 separate public secondary schools in Ankara. In order to determine self-concept level of students, both Pıers Harrıs Chıldren's Self-Concept Scale and a Personal Information Form which was developed by the researcher to gain demographic information about the students who attended in this research were used. The results of this study can be summarized as follows; Pre- school education positively affects the self-concept of students who attend this education.

Keywords: *Importance of Preschool Education. Development, Self-concept*

Introduction

Early childhood period has a critical role in the lives of individuals (Black et.al, 1995). During this period, all the material and spiritual opportunities of school life, especially parents' opportunities, provide a positive contribution to a child's development. Besides the psychological, social and cultural opportunities that came into service of child allow informed and educated individuals to grow (Karavasilis et al., 2003). Preschool education provides multiple supports to child's different competence fields from childhood period and also leave an important trace on individual's life with gained domestic experiences (Avcı, 1995).

For child, school constitutes the most important social environment following family life (Calhoun, 2001). Preschool education, which is the first step of school education, supports the child's development mentally, emotionally, socially and physically (Aral et al., 2000). At the preschool period, development covers a very fast and critical process. There is a mutual interaction between all development and competence fields of individual (Deckard, 2000). During this period, negativity or neglect in any aspect of the development may adversely affect the child's life (Confield et al. 1994). Children's capabilities and limitations, and emotional problems should be identified in the period of early childhood in preschool period and the necessary precautions must be taken (Krahnsstoev, 2001). Therefore, in the preschool period that is described as early childhood period and covering zero-six age range, attitudes and behaviors towards child and provided educational opportunities will directly affect his/her personality development, learning experiences and his/her self-concept (Rotenberg et al. 2003).

This research is planned in order to determine whether there is a significant difference between the self-concepts of preschool children who attend the preschool education and those who do not attend.

Method

This research is planned as a "Descriptive" study in order to determine the importance of preschool education on the development of self- concepts of students (Kaptan, 1998).

The population of this study is constituted by third grade students who attend to public schools in Çankaya district in Ankara at the 2002- 2003 academic year. Among 13 primary schools, a total of 560 third grade students, determined by layering technique, 262 preschool students and 268 students who do not attend preschool education comprise the research sample of this study.

In order to collect the data, we went to schools to obtain general information about students by contacting guidance services in line with school administration and teachers' opinions and permissions. Personal information form developed by the researcher was used in order to get students' demographic information. To measure the dependent variable "self-concepts" of the study, "Piers-Harris Children Self-Concept Scale" was used (Öner, 1994).

The collected data were analyzed in SPS statistic program. In data analysis, determining the scale scores of groups, arithmetic mean and standard deviation were used. Some personal information about the students who attend and not

attend to preschool education and about their family are expressed by using frequencies and percentages on crosstabs. In the study, two-dimensional variance analysis (ANOVA) was done in order to determine whether there is a significant difference between some variables and students' self-concepts level, gender, having sister or brother, birth order, parents' age, education and occupation. (Kaptan, 1998).

Result

Among the mean scores of students' self-concept scale, there is a significant difference according to attendance to preschool education (t(690)=3.78, p<.01). The self- concept levels of students attending preschool education were higher than those who do not.

There is no significant difference in terms of gender among the mean scores of students' self- concept scale according to attendance to preschool education. The variation of students attending preschool education is (t (304)=1.20, p>.05); the variation of those who do not attend preschool education is (t(377)=1.64, p>.05).

Among the mean scores of students' self- concept scale according to attendance to preschool education, there is no significant difference in terms of having a brother or sister or not having. The variable for those attending preschool education is (t(304)= 0.479 , p>.05) and for those who do not attend preschool education is (t (377)= 1.920 , p>.05).

Among the mean scores of students' self- concept scale according to attendance of preschool education, there is no significant difference with regard to the time of attendance to preschool education (t (2;304)=0,897, p>.05).

Again there is no significant difference in terms of birth order among the mean scores of students' self- concept scale according to attendance to preschool education. The variable for those attending preschool education is (t (2;303)= 0.755 , p>05) and for those who do not attend preschool education is (t (2;377)= 0.269 ,p>05).

Among the mean scores of students' self-concept scale according to attendance to preschool education, there is no significant difference in terms of mother's age. The variable for those attending preschool education is (f (2;302)=0,463, p>.05) and for those who do not attend preschool education is (f (2;375) = 0,843, p>.05).

There is a significant difference in terms of father's age among the mean scores of students' self- concept scale according to attendance to preschool education. The variation of students attending preschool education is (f (2;303)= 0.554, p<.01); the variation of those who do not attend preschool education is (f (2;369) = 6.682, p<.01).

When the results were analyzed, the self-concept levels of students attending to preschool education were higher than the levels of those who do not attend the preschool education.

There is a significant difference in terms of mother's education among the mean scores of students' self-concept scale according to attendance to preschool education. The variation of students attending preschool education is (f (4;267)=1.946, p<.01); the variation of those who do not attend preschool education is (f (5;288)=1.950, p<.01).When the average scale score is analyzed, it can be said that if the education level of mother is high, the self-concept level will be high. However, when the results were analyzed, it is seen that the education levels of mothers whose children attend the preschool education are higher than those whose children do not attend to preschool education. For example, there is no illiterate among the mothers whose children attend the preschool education but there are illiterate parents among those whose children do not attend to preschool education.

Again there is a significant difference in terms of father's education among the mean scores of students' self-concept scale according to attendance to preschool education. The variation of students attending preschool education is (f (4;271) = 1.871, p<.01); the variation of those who do not attend preschool education is (f (4;295) = 3.280, p<.05). When analyzing the above-mentioned scale scores, if the father's education level is high, than the students self-concept levels will increase. Meanwhile, the average values between fathers who are literate and fathers who graduated from high school are very close. When analyzing the self-concept scale scores according to the students who do not attend to preschool education, self-concept levels of students whose fathers graduated from college are higher than those whose fathers are literate.

There is a significant difference in terms of parents' occupation among the mean scores of third grade students' self-concept scale.

According to the scale scores, a positive relation between mother's occupation and self-concept level is determined in terms of attending preschool education. The variation of students attending preschool education is (f (2.280) = 2.849 ,P < .01); the variation of those who do not attend preschool education is (f (2.359) = 2.221 ,P < .01). According to these results, students whose mothers are public servants have higher self-concept level than the other students. As the education levels

of mothers whose children do not attend the preschool education are lower than those whose children attend this education, the self-concept levels of students whose mothers are housewives are higher than the other students.

Among the mean scores of third grade students' self-concept scale according to attendance to preschool education, there is a significant difference in terms of father's occupation. The variation of students attending preschool education is (f (2.278) =2.886, P<.01); the variation of those who do not attend preschool education is (f (3.350) =3.856 ,P<.01).

In this case, students whose fathers are public servants have higher self-concept level than the other students among the students who attend or not attend the preschool education. However, the self-concept levels of students whose fathers are employees are as high as to those whose fathers are public servants.

Conclusion

In the study, among the mean scores of third grade students' self-concept scale according to attending or not attending to preschool education, it is determined that there is a significant difference in terms of attending preschool education (p< 0.01). According to scale implementation results, the self-concept levels of third grade students that attend to preschool education are higher than those who do not.

Suggestions

In our developing country, the importance given to the education of our children is increasing. School environment, that constitutes the second important environment following family, begins with the first and basic education gained with preschool education in the early childhood period (Stright, et al. 2003). Forming the first step of education process, preschool education will prepare the child to life and farther educational steps by presenting the support for all competence and development fields in preschool years (Doyle, 2000). Preschool education institutions aim to train individuals by giving the basic skills and experiences in a way the child could understand and also these institutions provide active learning opportunities to child in order to learn incidents, situations, objects and concepts (Purkey et al.1996). Effective collaboration with the family is inevitable for a school environment. Forming the basis of child-family-school trinity and integrating with family have made preschool education institutions obligatory and indispensable (Ömeroğlu, 1992). Therefore;

- In order to raise the awareness of society, families, parents and children about the importance of preschool education that carried out in two sources- private and public-, some programs and collective activities such as seminars, panels, and mass media can be organized.

- The preschool classes within the primary or vocational high schools can be extended if needed care and support is given.

- The projects that aim to make the preschool education compulsory can be enhanced by the Ministry of Education and Social Services Department with a conscious that preschool education is a right from which every child should benefit and also experts of preschool education in early childhood should be included into this process.

- Educational seminars in order to improve the collaboration of school and family can be organized with experts, institutions and organizations by designing mother-father-teacher education programs which can raise the awareness of parents.

-Apart from this study which aims to examine the effects of preschool education on self-concept, some other studies about the possible changes that preschool education makes on the child and parents can be done.

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Tables

Table 1. Demographic Information about Children According to Participation in Early Childhood Education

Variable	Group	Students attending preschool education		Students not attending preschool education		Total	
		N	%	N	%	\	%
Gender	Female	143	46.7	188	49.6	331	48.3
	Male	163	53.3	191	50.4	354	51.7
	Total	306	100	379	100	685	100
Being Brother or Sister	Yes	239	78.1	348	91.8	587	85.7
	No	67	21.9	31	8.2	98	14.3
	Total	306	100	379	100	685	100
Time of Attending School	One year	156	50.3				
	Two year	58	18.6				
	Three year +	93	31.1				
	Total	307	100				
Birth Order	First child	134	43.8	118	31.1	252	36.7
	Middle child	28	9.2	82	21.8	110	16.2
	Last child	144	47.1	179	47.1	323	47.1
	Total	306	100	380	100	685	100

Table 2. Demographic Information about Parents According to Participation in Early Childhood Education

Variable	Group	Students attending preschool education		Students not attending preschool education		Total	
		N	%	N	%	N	%
Mother's Age	30 and below	55	18.0	119	31.5	174	25.5
	31-40	208	66.2	222	58.7	430	63.0
	41 and over	42	13.8	37	9.8	79	11.6
	Total	305	100	378	100	683	100
Father's Age	30 and below	S	2.6	25	6.7	33	4.9
	31-40	118	61.4	23 S	64.0	426	(.2. S
	41 and over	110	35.9	10')	29.3	219	32.3
	Total	306	100	372	100	678	100
Mother's Education	Illiterate	-	-	40	13.6	40	7.1
	Literate	15	5.5	47	16.0	62	11.0
	Graduated from primary school	30	11.0	94	32.0	124	21.9

	Graduated from secondary school	25	9.2	45	15.3	70	12.4
	Graduated from high school	99	38.4	53	18.0	152	26.9
	Graduated from college	103	37.9	15	5.1	118	20.8
	Total	272	100	294	100	566	
Father's Education	Illiterate	-	-	-	-	-	-
	Literate	14	5.1	49	16.3	63	10.9
	Graduated from primary school	15	5.4	84	28.0	99	17.2
	Graduated from secondary school	24	8.7	50	16.7	74	12.8
	Graduated from high school	91	33.0	82	27.3	173	30.0
	Graduated from college	132	47.8	35	11.7	167	29.0
	Total	276	100	300	100	576	100
Mother's Occupation	Without occupation	141	49.0	304	82.6	445	67.8
	Employee	5	1.7	31	8.4	36	5.5
	Public servant	118	41.0	6	1.6	124	18.9
	Self-employment	24	8.3	27	7.3	51	7.8
	Total	288	100	368	100	656	100
Father's Education	Without occupation	7	2.4	34	9.6	41	6.4
	Employee	42	14.6	124	35.0	166	25.9
	Public servant	134	46.5	55	15.5	189	29.4
	Self-employment	105	36.5	141	39.8	246	38.3
	Total	288	100	354	100	642	100

Table 3. T-test and ANNOVA Results of Self-concept Level in Terms of Child's Variables Based on the Attendance to Preschool Education

Variable	Group	Students attending preschool education						Students not attending preschool education					
		n	$\bar{X}$	S	Sd	t	p	n	$\bar{X}$	S	Sd	t	p
Gender	Female	143	65.20	9.66	304	1.20	.230	188	62.55	10.81	377	1.64	.101
	Male	163	63,87	9.58				191	60.75	10.45			
	Total												

Variable	Group	n	$\bar{X}$	S	Sd	f	P	n	$\bar{X}$	S	Sd	f	p
Being brother or sister	Yes	239	64.72	9.56	304	.479	.632	348	62.02	10.31	377	1.92	.056
	No	67	64.09	9.64				31	58.19	10.80			
	Total												
Time of Attending Preschool Education	This year	156	62.29	9.16	2.304	.897	.409						
	Two years	58	64.05	10.1									
	Three years +	93	63.72	9.81									
	Total	307	64.58	9.54									
Birth Order	First child	134	64.99	9.01	2.303	.755	.471	118	62.18	11.54	2.377	.269	.764
	Middle child	28	62 53	10.9				83	61.06	9.67			
	Last child	144	64.54	9.91				179	61.64	10.55			
	Total	306	64.55	9.62				380	61.68	10.67			

Table 4. ANNOVA Test Results of Self- concept Level in Terms of Parents' Variables Based on the Attendance to Preschool Education

Variable	Group	Students attending preschool education						Students not attending preschool education					
		n	$\bar{X}$	S	Sd	f	P	N	$\bar{X}$	S	Sd	f	P
Mother's Age	30 and below	55	64.74	9.24	2.302	.773	.483	119	61 4ıı	10.9	2.375	.171	.843
	31-40	208	64 19	9.79				222	61 96	10.5			
	41 and over	42	oh 1"	8.85				37	61.1i	10.9			
	Total	305	64.57	9.57				378	61.70	10.6			
Father's Age	30 and below	8	62.87	7.32	2.303	.554	.575	25	54.40	12.0			
	31-40	118	64.23	9.83				238	62.41	10.7			
	41 and over	110	65.29	9.23				109	62.03	9.38			
	Total	306	64.58	9.55				372	61.76	10.6	2.369	6.68	.001
Mother's Education	Illiterate	-	-	-	-	-	-	40	58.30	11.2	5.288	1.95	.086
	Literate	15	61.80	7.36	4.267	1.95	.103	47	60.55	11.5			
	Primary school	30	61.63	10.3				94	61.79	10 9			
	Secondary school	25	63.48	9.20				45	63.95	10.8			

	High school	99	64.70	10.4				53	1,3 OK	11.5			
	College	103	66.26	8.51				15	65.26	9.31			
	Total	272	64.68	9.53				294	62.02	11.1			
Father's Education	Illiterate	-	-	-	-	-	-	10	-	-	-	-	-
	Literate	14	64.50	13.2	4.271	1.87	.116	49	57.86	11.4	4.295	3.28	.012
	Primary school	15	59.07	12.8				84	62.21	10.1			
	Secondary school	24	62.25	9.80				50	62.16	10.2			
	High school	91	64.71	8.72				82	61.43	12.5			
	College	132	65.51	9.51				35	66.14	7.58			
	Total	276	64.56	9.75				300	61.90	10.9			
Mother's Occupation	Without occupation	141	63.57	10.1	2.280	2.85	.060	304	62.10	10.5	2.359	2.22	.110
	Employee	5				-	-	31	57.90	11.5			
	Public servant	118	66.20	7.88				6	-	-	-	-	-
	Self-employment	24	63.04	12.5				27	61.48	11.9			
	Total	283	64.62	9.54				362	61.70	10.6			
Father's Occupation	Without occupation	7		.	2.278	2.89	.057	34	56.52	10.9	3.350	3.86	.010
	Employee	42	65.12	9.03				124	61.60	11.0			
	Public servant	134	65.91	7.72				55	64.22	9.62			
	Self-employment	105	63.02	11.1				141	62.13	10.3			
	Total	281	64.71	9.37				354	61.73	10.7			

Role of Local Government and Non-profit Organizations Toward Social Services For Families. Theoretical and Practical Approaches (North Albania Case**)**

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Abstract

Family is an important human capital. Family support with social services is an obligation for local government structures and non-profit organizations. The process of decentralization increases the responsibility of local government structures to support families with social services. This study aims to analyze the theoretical approaches regarding the role of local government and non-profit organizations with a focus on social services family. The study is focused on the analysis of national and international documents related to the field study. The paper also has the objective to present an overview of the role of local government and NGOs in the regions of Northern Albania regarding the provision of social services for family. The field study was done in the northern region of Albania, including her four Districts, in its main cities: Shkodër, Lezhë, Kukës and Peshkopi. In the study participated 44 subjects in total, 23 of them are representative of local, regional and central institutions and 21 representatives of NGOs that operate in the filed study. A qualitative research method has been used. The findings of this study reflect the fact that, families in Northern Albania profit a small amount of services from public sector and a variety of services from non-profit organizations. The conclusions of this paper represent the theoretical elements in national and international context toward the role of local government and NGOs focused in social services for families.

Keywords: Local Government, Public Sector, Non-profit Organizations, Social Services for Families, North Albania

Introduction

Feely & Gottlieb et al., (2000) and McCubbin (1993) explain that the support of family from the society and community can provide a higher sense of belonging and cohesion (cited by Black, K. & Lobo, M., 2008). Wax (2003) in his studies determines not only the government but also all members of society are responsible for the protection of human rights. He argues the fact that one should not take all the credit for what it does and achieves, as everything happens in a context that is closely related to society and its institutions. European Committee for Social Cohesion (2004) in his publication "A New Strategy for Social Cohesion", among other emphasizes that society and the social network has a responsibility to protect the family. Because traditional care institutions play a small role in this regard, it is important to develop alternative means of care wherever possible.

Civil society, including NGOs, is an important component that contributes in any democratic society. The main objective of civil society (and therefore also of NGOs) is to provide services and representation of the interests of the most vulnerable groups of society. NGOs should try to empower and mobilize these vulnerable sectors, so that they are able to protect their rights and enhance the quality of life and standard of living (The Youth Development Network, 2008).

Based on these arguments it is important to analyze the theoretical and practical approaches regarding the role of local government and NGOs in providing social services focusing on family.

Methodology

This study aims to analyze the theoretical approaches regarding the role of local government and non-profit organizations with a focus on social services family. The study is focused on the analysis of national and international documents related to the field study. The paper also has the objective to present an overview of the role of local government and NGOs in the regions of Northern Albania regarding the provision of social services for family. A qualitative research method has been used to achieve this objective. The instrument used for data gathering is the semi-structured interview.

The field study was done in the northern region of Albania, including her four Districts, in its main cities: Shkodër, Lezhë, Kukës and Peshkopi. In the study participated 44 subjects in total, 23 of them are representative of local, regional and central institutions and 21 representatives of NGOs that operate in the filed study.

In order to achieve the goals, the study is focused on three research question, which are:

Which is the role of local government and non-profit organizations toward social services for families through theoretical approaches?

Which is the role and contribution of local government toward social services for families offered by public sector in the northern regions of Albania through the perceptions of representatives of local, regional and central governance institutions?

Which is the role and contribution of non-profit organizations toward social services for families offered by the participating NGOs in the northern regions of Albania through the perceptions of representatives of NGOs?

Sampling/Participants

In the study participated the representatives of non-profit organizations and the representatives of local, regional and central governance institutions which operate in the northern regions of Albania. The NGOs offer social services related with families. Specifically, participated in this study the NGOs and the state institutions that operate in these districts: Shkodër, Lezhë, Kukës and Peshkopi. A total of 44 semi structured interviews were completed. Information about the selection of the organizations was provided by the local public social services entities which have all the contacts of the non-profit organizations that operate in the field of family services and also was realized the consultation with "The Map of Social Services in Albania".

General data for the respondents

In this study participated 21 representatives of non-profit organizations that operate with social services for families and 23 representatives of local, regional and central governance institutions that operate in the field study. From 44 participants, 32 participants were female and 12 of them are men. The participants are of different ages. 9 participants are aged 26-35 years, 11 participants are aged until 25 years, 15 participants are aged 36-45 years, 4 participants are aged 46-55 years and 5 of them are aged 56-65 years. Regarding the level of education, 28 respondents have higher education (62.8%), 12 respondents have master degree level (27.9%) and 4 of them have secondary education (9.3%). Participants, who filled the semi-structured interview, belong to different professions. Only 38 of them accepted to declare their profession. 12 of the respondents are social workers, 4 of them are psychologists, 6 of the respondents are lawyers, 7 of them are teachers, 5 of them are economists, 1 of the respondents is an environment expert, 1 respondent is sociologist, 1 of them is agronomist and also 1 respondent is representatives of political science. The representatives of non-profit organizations, who filled semi-structured interviews, have different years of work experience in respective organizations/institutions. 19 respondents have 1-5 years work experience and also 19 of them have 6-10 years work, 5 participants have more than 10 years work and 1 respondent has one year work experience. Representatives of non-profit organizations and local, regional and central institutions have an average of 6.3 years work experience in respective organization/institution. Regarding the representatives of local, regional and central governance institutions, 16 participants are representatives of public sector of social services (representatives of four Municipalities, the respective Directories of Social Services) and 7 participants are representatives of regional and central institutions.

Instrument

The interview's questions have been organized in order to achieve the study objectives and to address research questions. Data collection was achieved through the instrument of the semi-structured interviews. The semi-structured interviews include thirteen questions, where six of them provide socio demographic data. Some of the topics included in the interview were part of the dissertation theme, which is related to the evaluation of social services for family offered by public sectors and non-profit organizations in northern regions of Albania. In this article are treated only topics related to perception of non-profit organizations representatives, and local, regional and central institutions representatives concerning the role and contribution of respective institucions and organizations toward the social services for families.

Procedure

The data were gathered via email. The semi-structured interview provided for the participants information about the aim and the main objectives of the study. The participants were presented with the confidentiality policy and anonymity was insured not using their real names and presenting the data in an aggregate form (there are used codes). The instrument have been filled out by the NGOs and local, regional and central institutions representative and they were sent via email (the participants felt more comfortable in this way and manage the time of completion of the instrument according to their agenda), in order to respect their agenda and necessary time to complete them.

Method of analysis

Each interview is dumped into a database in Microsoft Excel program, and then are defined the codes for every participant. Determination of the main themes and creation of categories was conducted manually. Creating categories was conducted in two phases. Terminology used by subjects may be helpful for analysis and data transcripts (I. Meho, L., 2006). Specifically the process of transcription was a strong point of data analysis in this study, given that semi-structured interviews emailed and the respondents had enough time for completion of the interview. Another helpful element in this process was the considerable professional experience of subjects in social services field.

Findings of the study

Theoritical approaches

The role of local government toward social services for families

Government plays a key role in the design of effective policies for the family. Thus Lefebvre, P. Merrigan, P., (2003) define as the roles and principles of government regarding public support of families, such as:

• The society should mainly support families because children generate positivity "external" or social benefits.

• Reducing the "tax burden" families with dependent children, compared to persons living alone or households without dependent children or with the support of non-taxable income based on the number of children in the family, regarded as the most simple to help families with children to achieve adequate standard of living. This traditional approach of transfer tax respects the principle of horizontal equity.

• The tax system must also distribute fairly the amount people pay taxes according to ability to pay differential.

• These tax policies should be designed in order to maintain incentives, particularly in the context of family support.

• Can be efficient and fair to give material support to the family, this positively affects child development, recognizing that the welfare of the child depends on the allocation of resources within the family.

Munday, B. (2007) presents a guide which covers a number of aspects of the involvement of users in collaboration with local agencies, as well as governmental organizations. This guide contains some basic principles such as:

• Information for users - current and potential users of social services should be provided with clear information and correct all aspects of services available. Lack of clarity can lead to frustration and consequently unwillingness to engage.

• The right to specific ways of involvement - in many places a user has the right to be informed through contacts his / her data with an agency. This should be extended to all countries, recognizing that users need encouragement and practical support to exercise this right. Family members and caregivers of users should have the right to involvement in well-defined circumstances, for example: when an elderly person is in residential long-term care; a child is in public care, etc. The need for these rights is often not recognized and enforced.

• Involving users in planning and delivery service - this is a good practice and based on the statements of the users, where they should be involved in the early stages of the planning process services. Direct representation of recommended users about specific services, especially for user services at risk. Organizations that provide social services should have as their policy the practice of user involvement as members of decision making bodies at all levels within the organization. Users should also be included in assessing the results of agency services, including those in the selection of criteria for evaluation.

In Albanian context, has been increased the role of local government in providing social services. A special importance is playing the reform of the system of social services where through the decentralization process has been

strengthened the local government positions. Thus, decentralization of residential care services depending on local units and gradually shift toward community-based services, is accomplished by increasing the capacity of local government to increase programming the social services, as well as geographical expansion and diversification of services in accordance with needs of the population.

Through the Social Services Strategy (2005-2010) and Law No. 9355 on "Assistance and Social Services" (2005) opened the way to the local government for the deinstitutionalization and decentralization of care institutions, where the services will be closer to family and community. This reform also encourages civil society in ensuring and developing new services to social care in partnership with local government. Establishing and monitoring of service standards make possible the improvement of the quality of services.

Decentralization Strategy and Local Government noted that the vision for local government is in accordance with the provisions of the Constitution of the Republic of Albania, with the European Charter of Local Autonomy. The Constitution defines the basic structure of local government in Albania. Here's foreseen the responsibility of local government - counties and municipalities/cities, for delivering and distributing goods and services.

Law no. 8652, dated 31.07.2000 "On the organization and functioning of local government" also contributes to the regulation, organization and functioning of local government units in the Republic of Albania (Article 1).

While the European Charter of Local Autonomy in its preamble states that the protection and strengthening of local autonomy in various European countries constitutes an important contribution to building a Europe based on the principles of democracy and the decentralization of power.

The role of nonprofit organizations in providing social services

Supporting families and individuals with social services is a process that requires the cooperation of all stakeholders. Non-profit organizations play an important role in providing social services, a role which for some time was neglected by governments (Bastagli, F., 2013). One of the defining elements of good practices of social services is the cooperation between local government and civil society. Best practices of social services are those that are effective and responsive to the customer in particular, and the general public. Thus, a fundamental element of these best practices is the formal and informal networks between service providers and other partners (Fultz, E., M. Tracy, 2004).

Heintz, S., (2006) in his study notes that, increasingly, the existence of NGOs has proven to be a necessity and not a luxury for companies throughout the modern world. He notes that NGOs play a key role in the development of society by enabling people to work together to promote voluntary social values and civic purposes. Heintz lists, also three main roles of NGOs in modern society. First, NGOs provide the opportunity for self-organization of society, encouraging citizens to promote social values through volunteer activities, as well as promoting local initiatives to solve problems in various fields. Secondly, NGOs maintain a unique and essential space between profit and government sector, they can serve as watchdogs of government and business. Third, experiments enable NGOs and social change challenges facing the public and private sector can not or do not realize, offering numerous models of service delivery that are considered "best practice" design, tested and improved over many years of experimentation by NGOs (quoted from the report of The Youth Development Network, 2008).

Halloran, J. and Calderon, K., (2004-2005), argue that the cooperation and involvement of local stakeholders in the design of programs, assists in securing and enhancing quality service delivery. European Social Platform (2008) noted noted that for guaranteeing the quality of social services is very important the principle of cooperation with the community and other stakeholders. Nonprofit organizations contribute to the realization of social protection to vulnerable families by supporting them with social services of different dimensions. European Social Charter (1961), Article 14 (paragraph 2), regarding the right to benefit from social welfare services, noted that the signatories shall encourage the participation of individuals and voluntary organizations in the creation and maintenance of such services.

The role and contribution of local government toward social services for families offered by the public sector in the northern regions of Albania through the perceptions of representatives of local, regional and central governance institutions

Representatives of local government institutions (municipal units), regional and national generally explain that public sector of social services have improved in terms of providing social services to the family. The contribution of this sector is closely related to the elements of organizing services in general, with the opening of offices for social services,

addressing the phenomenon of domestic violence, providing financial support to families, the functioning of the protection of rights children, supporting families with a parent, as well as setting up temporary foster care service for children.

"Has contributed to the family services, offering support for the protection of children rights, financial support to facilitate the economic problems that families have, as well as services provided to individuals within the family, vocational opportunities, etc..." (Social Worker)

"The provision of community services at the community day care centers for families in need, the center of which are dependent on the City." (Social Worker)

"Has contributed by creating a new vision and perspective of the welfare system and the coordination and management of resources in the area, answering the demands and needs of each category." (Psychologist)

In many cases, social services of the public sector, in terms of social services with a focus on family, are treated by respondents as services that are performed in cooperation with public institutions and NGOs. Concretely, the stakeholders of the network of cooperation with institutions are: social administrators, school psychologists, family doctors and other representatives of public institutions. While cooperation with NGOs has helped the sector to identify and refer cases, organizing joint training, and organizing technical seminars on various issues related to family.

"Child Protection Unit also collaborates with social service administrators, school psychologists, family doctor, the responsible authorities, social workers, public and private service centers, in order to improve the situation of child protection in the territory of municipality. "(Social Worker)

"Our institution, in collaboration with various NGOs, has supported social reforms undertaken by these organizations for families in need as capacity building of local government for social services in the community through the organization of training sessions." (Social Worker)

One of the elements estimated by respondents, as a contribution to the improvement of social services for family, is the establishment of the needs assessment committee, as well as the contribution of public social services offices to sensitize the community and families of the necessity of social services.

"It has been established the Committee of Needs Assessment, which reviews applications of the citizens who need care services and collating sets of clients in residential centers, wich are subject to the Municipality as the orphanage, development center and the home of the elderly."(Social Worker)

Respondents generally evaluate family psychological support, vocational training, support materials, supporting families and strengthening small business financial, improving parent-child report, empowering parents in the education of children, and child protection and women from violence, as services that strengthen families and improve their life. However, emphasized by a large part of respondents that these services need further improvements. Considerations appear not very positive about family social services provided by the municipalities of the study area. Specifically, it is emphasized which these services do not fulfill different needs of vulnerable families, mainly related more to the individual and not the family system. It is also emphasized that there are few family services and it is necessary to extend them in all local units.

"I appreciate as ongoing services; these services need to be strengthened, to be more realistic and closer to family. Actually in my opinion they are not in the level of required standards, as long as they do not constitute a specific item in the budget of the Municipality, as long as there are numerous needs of all natures which have families. "(Social Worker)

"Local governments should open as many community centers for people in need and their families."(Social Worker)

"Northern Areas have a positive attempt at providing these services, but still too little to empower family. Currently programs offer more services to the individual and not look closely connected with the family. "(Sociologist)

Representatives of central state institutions, evaluate at a medium level the process of standards implementation of social services at the local level, referred to municipalities of the study area. They explain that in these municipalities are making efforts to meet these standards, but their implementation is mostly related to the physical aspects and not those psycho-social and family needs. Are noticed problems and deficiencies in the professional capacity of staff delivering social services, lack of infrastructure, and lack of evidence drafting and adoption of standards, as key indicators of their performance.

The role and contribution of non-profit organizations toward social services for families offered by the participating NGOs in the northern regions of Albania through the perceptions of representatives of NGOs.

NGOs representatives explain that the organizations involved in the study, have contributed to the field of social services for family. This contribution is related to the variety of services offered to different target groups in need. They explain that they have contributed to the establishment of more favourable policies for families and children through child protection approach. Opening of various social centers for youth, children and persons with disabilities, protection of women from domestic violence, the center for the elderly, homes for teenage girl coming from state residential institutions, etc., have contributed to improving the life of the members of their families.

"In the organization where I work are very valuable recommendations for strengthening the family and the inclusion of vulnerable groups in social policy." (Lawyer)

"From the organization of focus groups with children, families, schools, with representatives of Municipality or Commune level, problems were identified from the perspective of children and their families. These reports are offered and have been available to local governments, and for any other institution responsible for the realization of children's rights and civil society organizations, with the aim of formulating favorable policies for families and children. "(Lawyer)

"The creation of self-help groups for parents and families of the families who have children with disabilities. Setting up offices for the protection of children and providing services to children and families. "(Executive Director)

These social services have contributed to improving the life of families, increasing socio-economic status of families in need, protecting and monitoring the rights of children, providing psychological support for parents in the education of children and overcome the social problems which they have. Respondents explain, also, that they have supported families in economic difficulties with materials, have provided health care for these families and have deliver services to minimize the risk of removing the children from the family of origin, providing legal support. One of the supports which were realized by a large part of NGOs is the protection of women and children from domestic violence. Part of the activities of a small number of NGOs has been the socialization of children and youth through educational programs and summer schools. These services have contributed in particular to improving the social life of families, improving interpersonal relationships, strengthening the role of women in the family and community, improving the methods of parenting and strengthening of some families to open their business private.

"We have contributed offering support and treat members of the family; we help the improvement of the life of whole family." (Psychologist)

"Through the projects development, which aimed the involvement of women who are part of vulnerable families in social and economic life, intending to be an important part of organizing family life." (Teacher)

"Improving the economic position of women in need with the aim of reducing violence against them and increasing their role in the family and community." (Executive Director)

Respondents explain that, in addition to providing concrete services, organizations have contributed to the organization of meetings about raising awareness of families, women and the community for their rights, information campaigns about domestic violence, awareness meetings related to early childhood education and the role of parents in education, informational meetings regarding family planning, school meetings with parents of children problems, etc..

"Through information campaigns on the causes and consequences of domestic violence have affected the mentality of men to treat women, normally the role of women in the family has increased, this improved standard for family life. Women themselves are empowered through access to information and knowledge of their rights. "(Panellists)

"By supporting women to develop their capacities, encouraging them to take initiatives to strengthen their position in the family." (Psychologist)

To implement these services is cooperating with local government, community and NGOs. The respondents claim that they have made a lot of meetings in order to recommend the improvement of social services in general, and social services for families in particular. They evaluate the annual reports of the organizations associated with the presentation of the situation of families in need, as a contribution to the local government.

"The organization has contributed to the provision of services in patnership with local government actors." (Social Worker)

"The organization has contributed to social services with a focus on family. The purpose of the organization is in collaboration with other stakeholders to positively affect the family. "(Manager)

Conclusions

From review of the literature results that family support with social services is a responsibility of local government and nonprofit organizations. The family should be considered as an important part of social policy. In this way, the existence of such services provided by the welfare state in the future determines the stability of the family. Needs to be emphasized that the provision of quality social services is very important to support families in need. Representatives of municipal units of the study area see the improvement of social services for the family of these units associated with addressing the phenomenon of domestic violence in some municipalities, the functioning of the protection of children's rights, providing financial support for families in need, supporting families with a parent, as well as the establishment of temporary foster care service for children. This improvement was associated with psychological support for families in need, the professional training of members, with material support for families in need, supporting families and strengthening small business financial, improving the parent-child relationship, empowering of parents in children's education and, protecting children and women from violence. However, it should be emphasized that a significant proportion of respondents, including representatives from state institutions, believe that the social services for families offered by public sector ,do not fulfill the diverse needs of families and are more related to the individual and not the family system.

The study showed that the contribution of NGOs in the field of social services for families in the study area is larger. They offer different services. Through the establishment of new centers, provision of different services and community meetings, NGOs have contributed for the improvement of the life of families in need. Generally they have contributed to the growth of socio-economic status and professional families in need, protecting the rights of children, offering psychological support to family members for diverse problems in health care and providing support legal. The study conducted in the regions of northern Albania showed that families in the study area profit a small amount of services from public sector and a variety of services from nonprofit organizations. The contribution of organizations in the social services for family field is larger. The study came to reflect that public social services are limited and individual based.

Recommendations

Based on the empirical findings and on conclusions derived, it is necessary to consider certain recommendations related increasing of the role and contribution of public sector and NGOs toward social services for families.

Recommendations for public sector services in municipal units

- Awareness of the municipal units for their responsibility regarding the provision of social services for families.
- Strengthening the capacity of professional staff of municipal units in terms of qualifications for the organization and delivery of social services for family.
- Provision of services for victims of domestic violence in all municipal units of the northern part of the country.
- Opening of community-based centers in all municipal units.
- Establishing new social services for families in need and the extending their planning in other municipalities and communes. These services must be focused on treating the family as a system, through needs assessment and psychosocial health of all family members. During this process it is important to include community members and families, as are defined by the standards of social services in our country.
- Building financial capacity at the local level to support families in need.
- Increase collaboration with local institutions and NGOs through more frequent meetings with all stakeholders regarding the improvement of the legal framework, the joint offering suggestions for improvement of social services for family.
- Treatment the priority of families who have the most urgent need for support and social services.
- Improvement of financial support to families in need, alternated with other services and psycho-social services in the community.

Recommendations for NGOs

• Despite the fact that NGOs provide diversity services for family is necessary to provide services focusing more on psychological support to family members in order to improve the relations between them. It is necessary, also, that services are organized from the perspective of family strengths which evaluates as important the capacity and needs of each family member.

• NGOs, in some cases, need to improve their working standards, in order to be in cooperation with the community and families.

• NGOs should expand the territorial scope of their services to support families in need.

• Organizations should mobilize for the support in terms of funding from local government regarding family social services.

• NGOs should encourage local governments to implement the legal framework in relation to social services. In this process they should include recipients of services and families in need.

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Which Parties Count? - The Effective Number of Parties in the Albanian Party System

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Abstract

The aim of this paper is to explore and understand the Albanian Party System. The analysis will cover the period from the collapse of the communist regime in 1991 until 2014. It will try to investigate what forces drive the battle of the parties, what cleavages 'divide' society and consequently the party system as well as which are the parties that count the most. in order to assess this, the paper will focus on the parliamentary parties and will relay on various theoretical concepts of the contemporary literature on political parties. First it will draw on Sartori's concept of 'relevance' in order to understand whether all the parliamentary parties over the course of twenty four years of pluralism are important or not and what weight do they have. Then it will use the Laakso & Taagepera index of the Effective Number of Parties to understand how power is distributed within the parliament.

Key words: party system, relevant parties, fragmentation index, polarization, ENP

1. Introduction

The party system could be defined as a structure, which enables the competition and cooperation among the political parties. Even though it is a structure, nonetheless it is not always stable. Lipset and Rokkan (1967) contend that this structure is stable and it is created as the result of the social cleavages formed within the society of the Western Europe in the beginning of the 20th century. Their thesis is that these cleavages are frozen; they are created once and for all and that they have determined the interaction among the political parties (competition or cooperation as well as the focus of their political program). Bartolini and Mair (2007) are in the same line. in their seminal work on the European electorate during 1885-1985, they observed that 'in the long term, the bonds which tie electorates into a set of political identities and alignments have demonstrated their resilience' (pp.262).

In this context, one might ask whether the Albanian party system has demonstrated any resilience or not. A stable party system is an indication of stable political parties with stable political identities and programs. On the other hand, the change of the party system is a concept which refers to the changes and development of it features, changes which occurs with the passing of time. Lane and Ersson (1994: 4-5) argues that the party system is measured by the following dimensions:

The number of issues which indicate the number of cleavages in the party system as well as the polarization (the ideological distance between parties);

The Effective Number of Parties and the Index of Fractionalization;

The total volatility: the aggregate change of votes between consecutive elections.

However, even though Lipset and Rokkan (1967) contend that the party system is a contingent of the social cleavages, it is influenced by other factors such as a change in the external environment, a change in economy, a change in the leadership of the party, a change of the electoral formula or even the collapse and change of the political system (Pennings & Lane, 2005 :4-5).

2. The Institutional Factors and the Party System

In order to understand the dynamics of the party system, it is important to understand that which are the parties that structure such system, or as Bartolini and Mair question: Which Parties Count? Do we count all parties that contest the elections or only those who are part of the parliament? 'The number of parties' is a difficult concept to measure, because scholars very often do not come to terms how to count parties which have different sizes and different relevance (Webb, 2000: 4-5).

Sartori's seminal work on party system has always been a point of reference for scholars of political parties to start their investigation. Sartori does not just count parties, which contest in elections. He does not even count all parties, which have seats in parliament. Sartori considers as important only the parties that compete for government positions because they indicate 'the extent to which political power is fragmented or non-fragmented, dispersed or concentrated' (2005: 106). According to him it is important to count only the relevant parties and 'the relevance of the party is a function not only of the relative distribution of power … but also, and especially, of its position value, that is , of its positioning along the left-right dimension' (pp.107). Sartori links the relevance of the party with the electoral strength of the party and the electoral strength of the party with its governing potential, or the coalition potential for each party, because '[w]hat really weights in the balance of multipartism is the extent to which a party may be needed as a coalition partner for one or more of the possible governmental majorities. A party may be small but have a strong coalition-bargaining potential. Conversely, a party may be strong and yet lack coalition-bargaining power" (pp.107-108). in order to define the relevance of the party, Sartori suggests that in order to find out whether a party is relevant or not 'we can discount the parties that have neither (i) coalition potential nor (ii) blackmail potential. Conversely, we must count all the parties that have either a governmental relevance in the coalition – forming arena, or a competitive relevance in the oppositional arena (pp.108).

It is clear that the political parties position themselves not only along the left-right dimension, but they focus on issues such as religion, culture or ethnicity. Duverger (1954) observed that the party system is created by the fractionalization and superposition: cleavages do not create pure ideal type models of political parties. According to him there are three dimensions which organize the political parties: clerical vs. anti-clerical; east-west, central planning vs. liberal economy. With the fall of communism the east-west cleavage ceased to exist and the two others are those which shape the party system.

Notwithstanding its relevance, the Duverger's theory reflects merely the cleavages in France and indeed, it has been criticized for being ethno-centric. Other authors, such as Lipset and Rokkan (1976) observed that the western party system is the result of two revolutions: the national revolution and the industrial revolution. The national revolution produced the territorial cleavage, which gave effect to two conflicts: state-church and dominant culture – ethnic/cultural minorities. On the other hand, the industrial revolution produced the functional cleavage, which gave rise to two conflicts: employers – employees conflict or capitalist – working class conflict if we have to use a Marxist approach and the urban – rural conflict.

Lijpart (1969) is another scholar who observed the emergence of the consociational democracy which is characterized by a plural society with segmental cleavages and segmental elites which cooperate between each other through consociational structures. According to him the consociational democracy has seven conceptual divisions or cleavages: socioeconomic; religious; cultural – ethic; urban-rural; regime support; foreign policy and post-materialism (1984: 122, 130). Even though Lijphart identified seven dimensions in his seminal book on patterns of democracy in the Western Europe, there was no country where one could find more than 4.5 dimensions, which was the case of France. The rest of the countries had between 1 and 3.5 issue dimensions. These kind of cleavages, which Mair (2008, 155-156) considers as vertical divisions are especially observable in the countries which are characterized by the segmentation and fractionalization of the electorate, which means that only one ore few parties could compete for the votes of certain part of the electorate. Therefore, the differences between the party systems of different countries are determined by the importance and strength of the second most important dimension (i.e. language, religion, ethnicity) which generally superposes over the left-right dimension (socioeconomic cleavage) acknowledged by all.

The common element for all these scholars is that regardless of the identification of the issue dimensions, being those economic, cultural, ethnic or religious, the bottom line is that the party system is shaped by them and it cannot exist as such without their existence. in this context, in order to analyse the Albanian case it is important to find out which cleavage/s structure/s and shape/s the party system. This will help to discover the dimensions of the party system.

Sartori (1974:345) argues that the political parties fail to compete with each other for two systemic reasons. One of them is when they position themselves in different axes. Due to the fact, that they are born as the result of two different cleavages, their electorate of belonging is different and thus there is no risk of electors shifting their preferences in the succeeding elections from one party to the other. The second reason relates to the ideological distance: the greater the distance the less likely they will compete with each other. in this case the political parties are positioned in the same axe but are so far apart from each other, the degree of polarization is so high, so that there is no possibility of votes' transfer between them. This is the case of ethnic parties: they have clear borderlines of electorate and consequently there is no possibility that a votes' transfer might happen (Horowitz, 1985:346). Therefore, when analysing the Albanian case, we will not deal with those political parties, which fail to compete for electorate votes.

In order to understand that which parties compete and over how many issue dimensions it is important to know which are the parliamentary parties. According to Sartori:

…it does matter how many are the parties. for one thing, the number of parties immediately indicates, albeit roughly, an important feature of the political system: the extent to which the political power is fragmented or non-fragmented, dispersed or concentrated. Likewise, simply by knowing how many parties there are, we are alerted to the number of the possible 'interaction streams' that are involved. …Since these interactions occur at multiple levels – electoral, parliamentary and governmental – the indication clearly is that the greater the number of parties (that have a say) the greater the complexity and probably the intricacy of the system…Furthermore, and in particular, the tactics of party competition and opposition appear related to the number of parties; and this has, in turn, and important bearing on how governmental coalitions are formed and are able to perform (2005, 106).

Therefore it is important to number the parties, but according to Sartori only the relevant parties. The following table gives and overview of the distribution of seats in the Albanian parliament effective first democratic elections in 1991 until 2013.

Table 1: Distribution of Seats in the Albanian Parliament: 1991-2013

Parties1/ Election year	PS	PD	PR	PSD	PBDNJ	LSI	PDIU	PA	PAD	PDC	PDR	SMR	SML	Ind.
1991	1702	75			5									
1992	38	92	1	7	2									
1996	10	122		3	3							2		
1997	102	26	1	9	4			1	2	1		8	1	
2001	73	32	5	4	3			3	3		6	9		2
2005	42	56	11	7	2	5		4	3		4	1	2	1
2009	66	68	1			4	1							
2013	66	49	3		1	16	4						1	

The parliament of 1991 had 250 deputies. The number was rapidly decreased to 140 in the succeeding elections, with exception of 1997, when it had 155. It is important to clarify that the table does not contain all the information. in the case

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1 PS = Socialist Party; PD= Democratic Party; PR = Republican Party; PSD = Social Democratic Party; PBDNJ= Union of Human Rights Party; LSI = Socialist Movement for Integration; PDIU = Justice, Integration and Unity Party; PA = Agrarian Party; PAD = Democratic Alliance Party; PDK =Democristian Party; PDR = New Democratic Party; SPR = Small Parties on the Right; SPL = Small Parties on the Left; Ind = Independent Candidates.

2 in the 1991 elections, the winner was the Party of Labour of Albania. in the party congress held in June of the same year, the party changed its name to the Socialist Party of Albania. The party won 169 seats in the first elections, however the table indicates 170, because herein is calculated the candidate of the Committee of Veterans, because the committee was one of the ancillary organizations of the Party of Labour of Albania.

when a political parties has won a seat in parliament only in one set of elections, it is calculated at the column SPR or SPL. Është e rëndësishme të thuhet se tabela e mëposhtme nuk e përmban të gjithë informacionin.

The Socialist Party has won the elections of 1991, 1997, 2001 and 2013 and it has won 68%, 65.8%, 52.14 and 7.14% of the parliamentary seats. The Democratic Party has won the elections of 1992, 1996, 2005 and 2009. It has won 65.7%, 87.14%, 40% and 48.57% respectively. As the table clearly indicates, the two parties have been able to create the government without the help of a coalition in 1991, 1992, 1996, 1997 and 2001. While in 2005, 2009 and 2013 they had to be in coalition with other parties in order to form the government.

Based on these data, it looks like the only relevant parties in the Albanian politics during the period 1991-2001 are the Socialist Party and the Democratic Party. It looks like no party had coalition potential or blackmail potential (Sartori, 2005:107-108). Both Socialist and Democratic Party had the majority (over 50%) of the parliament but they still had invited other smaller parties in the composition of the cabinets. The following table shows the distribution of ministerial portfolios during 1991-2013:

Table 2: Distribution of portfolios: 1991-2013

Election year/ Distribution of portfolios per party	PD	PS	PR	PSD	PBDNJ	LSI	PAA	PAD
1991		191						
19922	203		1					
19964	22	-	2	-	-	-	-	
1997	-	13	-	2	1	-	2	3
2001	-	17	-	-	1	-	1	
2005	11	-	2	-	-	-	1	
2009	9	-	1	-	1	3	-	
2013	-	15	-	-	-	6	-	

The presence of the smaller parties is due to two factors. The first is the constitutional condition to approve laws with qualitative majority voting. Therefore, a simple majority of 50%+1 was not sufficient. The Albanian Constitution has

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1 Zyhdi Pepa and Vilson Ahmeti are independent minsters, but proposed by the Party of Labour (later Socialist Party), therefore are included at the figures of Party of Labour.

2 The figures of 1992 represent the distribution of portfolios only for the first Government composition headed by Prime-minister Aleksander Meksi which exercised its activity during the period 13 April 1992 – 6 August 1993. Following the dissolution of this government there are composed two other Meksi Governments which have lasted until the end of the legislature (1996). However, these two other Meksi Government are not part of this study, because the purpose of the study is to evaluate whether there is a relation between the electoral system and coalition governments. The last two Meksi Governments are created as a result of party splits, creation of new parties, dissolution of coalitions, expulsion of elite members from Democratic Party for non-obedience and other similar phenomena which have characterized the post-communist countries especially in the first decade after the collapse of the communist regime. Therefore, they are the product of circumstances and factors that are not related to the electoral system, but rather to the transition process, which has affected all the post-communist countries and Albania among them.

3 The figure includes also the ministers Abdyl Xhaja and Kudret Cela who even though are listed independent ministers, are in fact proposed by the Democratic Party. Furthermore, Abdyl Xhaja has been part of the candidates for MP-s proposed by the Democratic Party in the elections of 1996 and 1997, while Kudret Cela has been part of the candidates for the MP's list of Democratic Party in the general elections of 1996. This is considered a sufficient argument to understand their political affiliation. Furthermore, within these figures are calculated also post at ministerial level such as: General Secretary (Vullnet Ademi), Head of Committee of Science and Technology (Maksim Konomi), Head of Control Commission (Blerim Cela) dhe Head of the Committee of Victims of Communism (Eduart Ypi).

4 Herein are calculated the Secretaries of State, who because of being political positions are considered as part of the Ministerial Cabinet.

stipulated that in order to approve important laws and to elect the president of the Republic, it is needed the approval of the 3/5 of the total number of deputies (84 deputies) (Article 81, 87)[1]. However, Table 1 shows that in the elections of 1992, 1996 and 1997 the winners (respectively DP, DP and SP) got more than 3/5 of the seats in parliament and therefore had no need to form coalitions government. Therefore, we may conclude that until 1997, the small parties were indeed small and their presence had not effect in the parliamentary activity of the winning party as well as on the cabinet composition. The presence of Republican Party (in coalition with Democratic Party) and that of the Social-Democratic Party and Union of Human Rights Party (in coalition with Socialist Party) could be explained with the necessity that the winner parties had to create an image of all encompassing, so as to have a greater legitimacy in the eyes of the international community.

The history takes another path after the elections of 1997. Effective elections of 2001, none of the 'big' parties have been able to receive qualifying majority or even a simple majority. in these circumstances, it was important to have coalition partners. But which are the relevant parties? The 'big' parties have chosen themselves these coalition parties. This was enabled by the electoral formula. During the period 1992-2005, in Albania are organized five general elections, which are organized according to the principles of the mix electoral system : 100 MPs were elected directly single member districts according to the First Past the Post formula, and 40 were elected indirectly from party lists in a proportional manner (Albania Constitution, Article 64). in the elections of 2001 and 2005 the Socialist and Democratic Party applied the strategic voting, calling to their electorate to vote for the coalition partners in the proportional in exchange for the votes of the coalition parties in the single member districts voting (OSCE Reports, 2001; 2005).

In conclusion we may observe that the existence of the small parties in the second decade after the collapse of the communist regime is enabled by institutional factors such as the Constitutional Laws on voting principles in parliament and the electoral system.

3. The Effective Number of Parties

The concept of relevance is somehow ambiguous and therefore it is necessary to use some more specific criteria to establish whether a party is relevant or not. Consequently it is necessary to count the relative size of the party in a party system. in order to do so we will use the Laakso and Taagepera (1979) index which shows the Effective Number of Parties and is calculated as follows:

$N = 1/\Sigma S_i^2$

where 's' is the proportion of the parliamentary seats of party 'i'. If applied such formula in the Albanian case the ENP would be:

Table 3: The Effective Number of Parties

Election Year	ENP
1991	1.81
1992	1.97
1996	1.31
1997	2.14
2001	2.99
2005	3.68
2009	2.21
2013	2.80

But how to interpret the ENP. Siaroff (2000) has compiled the following scheme, which helps to understand what type of system does the ENP indicate:

1 This has been valid until the 2008 when the Constitution was amended and the qualitative majority was no further needed.

Table 4: Classification of the Party System according to the ENPP

ENPP	Classification of party systems
1.92	Two party system
2.56	Two and a half party system
2.95	Moderate multiparty with dominant party
3.17	Moderate multiparty with two main parties
3.69	Moderate multiparty with balance among main parties
3.96	Extreme multiparty with one dominant party
4.41	Extreme multiparty with two main parties
5.56	Extreme multiparty with balance among parties

If we apply such scheme to the Albanian context and attempt to match it with the distribution of seats given at Table 1, then we would have:

Table 5: Albania Party System Scheme

Election Year	ENP	Party System (Siaroff scheme)	Party System Albania Case
1991	1.81	Two Party System	Two Party System
1992	1.97	Two Party System	Two Party System
1996	1.31	Two Party System with one dominant party	Two Party System with one dominant party
1997	2.14	Between Two Party and Two and a half Party System	Two Party System
2001	2.99	Moderate Multiparty with one dominant party	Moderate Multiparty with one dominant party
2005	3.68	Moderate Multiparty with balance among parties	Moderate Multiparty with balance among main parties
2009	2.21	Between Two Party System and Two and a half party system	Two and a half party system
2013	2.80	Between Two and a half and Moderate Multiparty with dominant party	Two and a half Party System

As one may observe the Siaroff scheme is not always applicable. It does give a wrong perception on structure of the party system especially in 1997, 2005, 2009 and 2013. Furthermore it fails to capture the dynamics of party interactions in 2001, when it is true that it was the Socialist Party predominates with 73 deputies, but it was followed by the Democratic party with 34 and then the rest of the parties had less than ten deputies in parliament and therefore there is no comparison between these parties.

Regardless of its shortcomings the Siaroff scheme helps to understand who are the relevant parties in the Albanian political scene. in addition to the two main parties, the Socialist and the Democratic Party, the Socialist Movement for Integration has appeared to play the kingmaker role in the creation of governmental coalitions in country.

4. Conclusion

The paper sought to explore the dynamics of party interactions in the Albanian political scene. The fall of communist system was followed by the emergence of political parties of different political platforms. The paper attempted to disentangle the various data on the Albanian political parties and to capture any pattern of party competition and coalition.

Duverger (1954), Sartori (2005), Lipset and Rokkan (1967) and Lijphart (1977) are the main scholars which fed into the theoretical framework of this paper the issue dimensions which structure the party system. The common cleavage for all these scholars was the socio-economic one which position the political parties along the left-right spectrum. However, in order to understand how many cleavages organize the political scene in Albania it was important to understand who are the relevant parties. Sartori's concept of relevance was helpful here. in pursuit of which are the relevant parties we found out that in Albania we have only political parties with coalition potential but not with blackmail potential.

The main political parties in the Albanian scene since the collapse of the communist regime are the Democratic Party, the Socialist Party, the Republican Party, the Union for Human Rights Party, the Agrarian Party and the Socialist Movement for Integration. These are the only parties whose members have had ministerial positions in the various governments created since 1991. With exception to the Union for Human Rights Party which represent the Greek minority in country, the other parties have positioned themselves along the left-right dimension. Furthermore, the smaller parties are located in the centre of the political spectrum, which means that only centripetal forces organize the political scene in Albania.

Finally the Siaroff party system classification and the Effective Number of Parties Index clearly indicates that in Albania predominates a Two party system which in the last elections have tended to become two and a half. This also confirms the presupposition that the only cleavage which shapes and structures the party system in Albania is the socio-economic one.

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The identification of basic problems on the form and functioning of the family in Albanian society

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Abstract

In this article the author has presented the form of Albanian family, the crucial problems and general mentality. Nowadays, the modern societies have built a new form of family, nuclear family or close family. This kind of family is much functional regarding the structure of the society, because we know that family relationship is very important for socialization process, and education of citizenship. On the other hand, the global culture and social development have generated importance of nuclear family in societies under transition, too. Albanian society has developed some forms of modernity but institution of family has not the clear form of the nuclear family. The tradition and psycho-social aspects have been the most difficult barriers for transformation of family. Some other issues discussed in this article are conservative mentality, the cultural heritage, the norms and values under the global inflection. In addition, the last approaches of the family institution in Albanian society have shown the influence of the issues mentioned above, but the rural regions have major problems yet.

Key words: nuclear family, structure, socialization, culture, global.

Introduction

It is already known that to have a healthy society is needed a healthy family[1]. The structure of the family, the same as the social structure is permanently changing throughout the globe. Referring to the global developments of the family institution it is visible that the dynamic and diversity of the family patterns is high. But, in this article will be argued about the main forms of the institution of family in the Albanian society.

It is well known that Albania is a post-communist country, which is trying to rebuild a democratic and civil society. Due to this reason, in the focus of this study will be the social developments of the past two decades. Since the very beginnings of the democratization of Albanian society, all the social and administrative institutions underwent to the functional alienation process (the transition). in this context, the institution of family is no exception. Today, after about 22 years of the democratic society, having in focus the civic cultivation of the individual and society itself, is identified that there are exactly the forms of the family structure those that play an important role in the social well-functioning.

In addition, two postmodernist's sociologists Delphy and Leonard wrote: 'the family is patriarchal and hierarchical institution through the men dominate and exploit women. But, the modern society generated new forms of family so they highlight many ways in which the family can produce or reinforce inequalities between women and men[2]'.

The Albanian family has been characterized by the normative traditional form, conservative and sub-cultural. This has resulted with the change of family structure, regarding its performance, according to the region, geographical position and psycho-social conditions.

The main forms of the family have been: patriarchal norms, monogamous marriage with consent from both parties accepted and adopted by the society and institutions, and the tendency of the cohabitation of more than two generations within a family (i.e. young couple, children and the parents of one of the partners). The rights of women in decision making have been limited and the social division of labour have been accomplished according to the gender roles[3].

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1 Fromm Erich; The Sane Society, Tiranë 2003, p. 57

2 Harallambos Michael: Sociology themes and Perspectives, Collins 2007, p. 468
3 Durkheim Emil: The devision of Labor in Society, NY 1997, p. 151

Mothers are those who bear the major share of housework and childcare.

While, in modern societies (I mean the western societies), the nuclear family results as one of the most functional family institution. in this kind of families is enabled the rationality of: a) parent-child relationship, b) relationship in marriage and c) tribal relations. Principles of community socialization are qualified as the key contributors of a healthy society Erich Fromm[1].

But, in this article we will see what happens today with the institution of the family in this society and what the main problems that generate non-stability of this institution are.

Methodology

This study is of an analytic-empiric approach, which describes the actuality of Albanian family in its structural, functional and applicative dimension.

The study has been conducted through the following presented instruments:

Target group have been the inhabitants of Korça region.

The survey is made through questionnaires.

The Sample has included 250K respondents.

The by random quantitative method is used.

Interpretation of data is made through the Soft Program SPSS 17.

The purpose of this study is to emphasize the normative and descriptive importance of the institution of the nuclear family in socialization and orientation of new generations towards the democratic and civil principles. This then leads to social and institutional well-functioning.

The research question of this study is: what are the socio-psychological conditions that advance or prevent consolidation of the nuclear family in Albanian society?

 Defeat of the nuclear family in Albania

From the data collected in the region of Korça results that nuclear family (closed), are about 38.9% while the extended family (traditional) are about 61.1%. These figures show that we still have the dominance of traditional family where the young couple cohabits with the older generation and children that get born.

Some of the causes that do not favour the integration of the extended family to nuclear family, regardless of the democratization process which is based on the civic norms and human rights, have to do mainly with social policy and mentality inherited. Thus, 28% of respondents consider that they are dependent on common household economy and this does not enable the economic independence of the new couple and weakens the living material conditions. While 45.5% of the respondents believe that in the Albanian mentality is rooted addiction that parents have on children (especially males), where the sons get "educated" since the early stages of childhood that they should take care and live with their parents at all stages of their life. in this way the son that doesn't live with his parents when married get prejudiced by his relatives and the social opinion as a deviant and relentless person who has abandoned his parents. The earlier studies show the interesting data where specified the mentality of traditional society about the sons[2].

Another category of about 26.5% respondents stated that it is their choice to cohabit in an open family, as this choice of cohabitation facilitates their primary responsibilities for the family, enables tracking and productive implementation of the work outside the family and provides better care for growing of the children.

However, from the data collected it is visible that urban centres are more rational in organization of the family and have a growing trend of the closed family.

In young couples 48.5% wish to have the first child made, 21.5% wish to have the first child female and 30% of the respondents say that the gender of the child does not matter.

Family planning is another supportive element for consolidation of the nuclear family structure in Albanian society.

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1 Fromm Erich; The Sane Society,Routledge 2003, p.
2 Dervishi Zyhdi: Flirtation with wound, Tiranë 2008, p.22

In addition, we can say that Albanian family has an alternative form between traditional and modern elements. in this contact Nicholson wrote; alternative families are often better than traditional ones for the women who live in them1

Advantages and disadvantages of these reality

In the open families the moral and emotional solidarity remain the mechanical forms dominated by the gender stereotype and prejudice from the others. in this way the individualism and independence of individual continue to have lower limits of application.

Children are socialized under the mentality that they are the property of their parents and form dual personalities. Patterns of behaviour have ambiguous shape because parents are not the only guiders in the family but very often the models perceived from them are in conflict with the mentality of the third generation. This situation confuses the model and the value norms of behaviour which should be clear for the child in order to form his own personality and orientation towards social relations.

In this way, the child gets influenced to create dual personality which is reflected in the relationships that he builds in the future, where are visibly recognised the lack of correctness, low level of responsibility on the performed actions, the lack of the value of work and very often are detected irrational relationships between parents and children.

Also, in extended families usually the family is run by the third generation, and this brings the young couples losing their intimacy and often marital crisis within relationships are caused. Thus, it is seen that in the open families the spouses lose easily the respect for each other, tend to blame each other more easily in situations of conflict and above all the consolidation of the successful marriage get faded.

In this context, Erich Fromm says: "Relationship of the mother with her child is totally paradoxical, and in a kind of sense tragic. Children require from their mothers love and it is exactly this love that should help the child to grow and be separated from the mother, to become fully independent. It is easy for every mother to love her child, but to love your child and at the same time to allow him to leave, is a task that the majority of mothers are not able to meet2.

In the closed families (nuclear family), the couples' relationship preserves coherence and long life. The responsibility of the spouses on the progress of the family and the care for the kids preserves clear affective forms.

In these conditions of the nuclear family get strengthened the parent-child relationship, and parents can exercise their parenting more easily. in this situation, the child has clear models of values and norms and is keen to create an individual personality (his Self).

Also, the roles in the family are easily determinable and participation of the whole family members becomes a necessity.

The nuclear family minimizes the gender stereotypes and promotes gender equality, because all the members of the family have the opportunity to contribute in the management and welfare of the family itself.

Another important aspect of the nuclear family is the role of the children in decision-making and collective solidarity. Fairness, tolerance and respect are some of the highest values in children who are socialized in nuclear families. These forms of socialization enable strengthening of individualism, rationality of social interaction and consolidate cultivation of a personal and public culture. This means limiting of the prejudices of the social mentality and strengthening of the individual personality ignoring the parasite forms of mentality.

But, on the other hand, this form of family organization strengthens the relationships between generations, as the accountability to the third generation gets increased and the respect between generations gets enhanced. This means that the conflicts between generations get avoided and the individual finds his space of the social performance. in this way individual gets socialized consistently with the global culture norms and the civic development and contributes to a healthier society.

Conclusions

Albania continues to be a transitional society where consolidation of the genuine democratic forms grows more and more the demand for a civil society with norms and values in line with the global developments. Normally, this means building of

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1 Harallambos Michael: Sociology themes and Perspectives, Collins 2007, p. 471

2 Fromm Erich: The Sane Society, Tiranë 2012, p. 37.

a healthy society which has its genesis to the institution of the family. This institution roots and matures the principles and civic values since the early stages of human life through socialization processes. Thus it is noted that during the two last decades the family institution is in a rapid transformation, where is strictly preserved the customary traditions inherited from centuries but on the other hand are being consolidated even the new forms of operation of this institution.

However, to consolidate a modern society with norms, values, principles and social character should be invested in cultivation and enrichment of the cultural aspect. It is exactly the culture which may lessen traditional conservatism and can give breathing to the civic principles.

Another challenge, which remains current in Albanian society, is trans-institutional cooperation to facilitate the stages of socialization of young generations in accordance with the principles of contemporary society. Here the author refers to the cooperation of the family institution with the educational system so that normative and value models do not have large discrepancies.

The ambiguity of women' role in the family is another situation in the process of the family transition because the position of women in family and society in general has been hardly changed during the last decades.

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Annex

Tables and charts

The percentage of family types
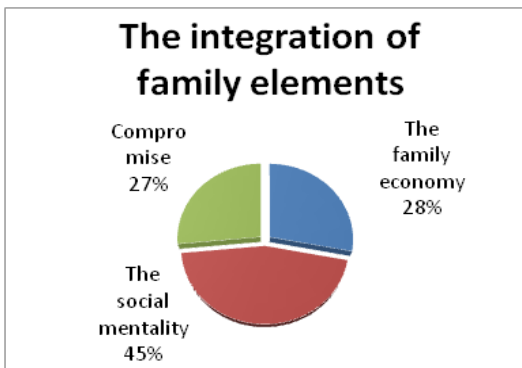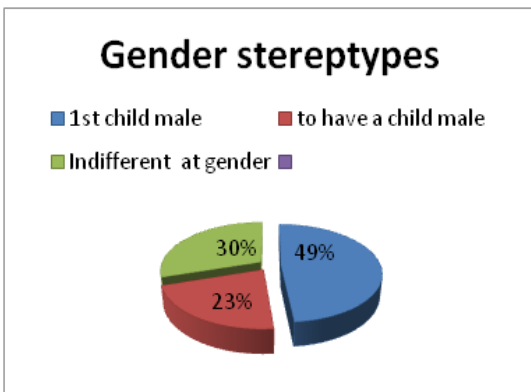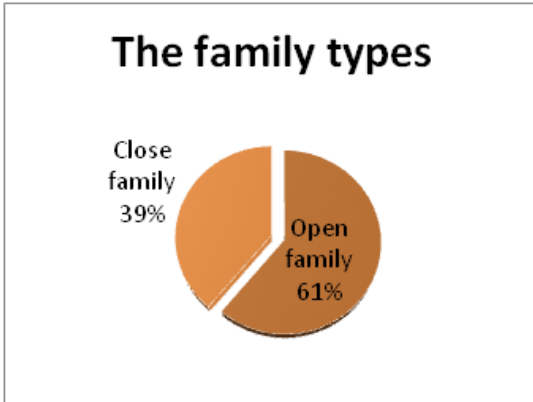
THE PLACE OF TEACHER AS A ROLE MODEL IN MORAL EDUCATION

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Abstract

Societies give great importance to education in order to secure their future and to raise the type of person they would like to. Preparing the necessary substructure by using every means available, they turn their generations over to the educators who are going to achieve the targets they have planned. Teachers have an exclusive role in raising individuals who build the society according to the necessities of the time and having them have the terminal behavior. Teachers who are the key elements of the education system have important roles both in raising the qualified people the society needs and handing the culture and values down the next generations. The aim of this study is to put forth that teachers who play important roles in raising new generations are positive and active models in having children have moral attitude and behavior. Teachers' exhibiting positive behavior in accordance with moral values such as righteousness, honesty, helpfulness, modesty, etc. and their presenting what they tell through their lives enable them to be taken as models by students. In this study, qualitative method has been used through using secondary data. Having examined the conducted researches, the books and the articles related to the topic by scanning method, the findings have been evaluated. As a result, it is seen that teachers' behavior is effective in students' personality formations and positive behavioral changes. Societies need the guidance of teachers who have an active role in raising generations that comply with the moral and universal values.

Keywords: Moral education, teacher, role, model, moral values, behavior

1. Introduction

Human when is born has knowledge about nothing, but it has some potential skills that comes from its creation. To improve these skills and turn it in behaviour and to impart with everyone in harmony can become possible only thanks to education. Education is a gradual process of learning where individuals recognize themselves and improve relationships and social values with others. During this process he becomes a member of communities where he lives and a member of compatible developing world, and improve their skills and their knowledge through the era they lived.

Education has a lot of aims, but one of them is to train skilled manpower that his country needs and to prepare the individuals for the future. Each country will raise the educational system regarded to the human model, and based on the philosophy of education would identify and organize. Education is one of the most important institutions almost for all countries, so they move forward with confidence to the priorities specified goals.

During all this process is an essential task that from schools is expected to educate members of society according to the needs of the age. Schools on the one passed social value judgments on to new generations, On the other hand internalize these values as the behavior of a student who is trying to raise. This is a difficult task which requires continuity in seeking work and effort.

Globalized world is undergoing a rapid period of change and transformation. Especially with the mass media, the Internet and the increasing use of social life made easier to reach more information, but the information has not been overcome difficulties phase transformation in behavior, to gain to Students behavior has become increasingly difficult, , and the importance of school and family has increased every day.

And there is an important duty for teacher in uncovering the potential skills and improving them. Teacher is the main actor in training the manpower that needs to be employed in all kinds of professions and serve the society. The right accurate of teachers and effective relation helps student to become more social, such a taken approach when preparing behavior, will guide him.

In today's developed countries, to have a say in the future, act with the idea that it would be possible only with well-trained quality people, and so they invest in the required fields. To up bring skilled manpower that is required for development of the country's ,must be created the necessary equipped infrastructure to train teachers. By the investment made to teachers will contribute to social peace of society, and will help in transferring to the younger generations culture and values.

Teachers who are in the position of the future architect in building society, should be a model with the behavior in an effort to be positive sense for students, should pay attention to harmony between words and behavior. There shouldn't be contradiction between what teacher says and how he behave, there must be a way in supporting his words with deeds. Behaving in this way teacher will be as an ideal model in the student's eyes, behaviors that are seen as right from teacher will be seen as right from students to, and behaviors that are seen as ugly for teacher will be ugly for students to.

The positive behaviors that are exhibited from teacher will contribute to the shaping of values in student. In this situation the teacher that strives to be a good model to students will move to an important position in the eyes of society and the family. The approaching of teachers with their patience and tolerance and making effort to solve their problems that will strengthen their position in the eyes of the students.

Through this work will emphasize that if students gain a positive behaviour by time it will become his character and in this point teacher has an effective role. In addition will emphasis the importance of integrity of words and behaviour to gain the students the desired behaviour teacher is in the position of a model for him.

2. Literature review

Teaching is a lofty profession which society has imposed a lot of values and missions. Being the most important element of education teachers shape their students in the line with the expectations of society and related institutions. Teachers inform students by the requirements of the era they are also in position of the role model with their behavior for the students.

According to Çelikten & et. al. ; showing a set of expected behavior from individuals that have a certain status in society is called "role". The role of teacher will vary in terms of time, culture and society but according to the role sources is passing from representation, leadership trainer, mediation and guidance. In all these we see that 'representative' is the most important role in terms of moral education that reflect on the outside. At the same time teacher represent the community or the society that he is part of. This role of the teacher Outsourcing, provides a way to manage external relations more efficiently and effectively. (Çelikten & et.al.,2005,p. 213).

From an applied research result done by Celik the ideal Teacher, should be tolerant towards students, caring, honest and explain features to model their behavior to students (Çelikten & et.al., 2005, p. 217)

The words and behaviors of teacher can affect those around them and society. To be effective teacher is an important factor to be effective and successful in school. A research that is done in the city of Kirsehir for 611 teachers that work in the center of the city has been asked the effective behaviors that should be in a teacher. According to the results of the research; being a model to the people around them and students took the first place with (%30.9). and the second was teachers should have a good morale (%11.3). Good morals of teacher, and being a good model is observed that has an important place in imparting the values and the human characteristics that has lost its importance in today's society(Şahin, 2011, p. 243-244).

According to Şahin (2011) except of knowledge teaching is a profession that takes into as well as attitudes and at the same time regular behavior. Attitude is the most important factor that influence students to study and help in the formation of personality. In particular the success of school, teacher education practitioner behaviour is paralleled with qualifications. Brophy and Alleman (1991), being friendly, humane and to reflect his thoughts are some indispensable features of teachers. Being the leader of the class teachers prepare students to education and to adopt rules and allowing them to a appropriate behaviors. According to Jeans (1995) and Harris (1991); a classroom that is managed effectively will exhibit good behaviour and bad behaviors will be in a low level, but this is up to a effective teacher. In recent times is observed that more than teachers personal qualities his behaviors can lead to behaviour change in students. (Şahin, 2011, p. 239).

The settlement of democratic values in the classroom management can be provided by living them from teacher. Taking the student in the center and continue self-improvement, are counted among teacher characteristics according to the requirements of the profession model-raising efforts. The approaching of education in 21.century by putting the human in the center, can manifest itself by putting the student in the center in classroom. And of course teachers will implement this approaching today. Effective teachers takes into account individual differences, and is responsible for developing of all students. For effective teaching in the classroom and in the school contribute to the formation of culture and a good learning climate. Supports the spirit fo academic research and continue without a break in the learning process. (Can, 2004, p. 103)

Ali Rıza Aydın (2009) talks of teachers who are in the position to talk about role modeling empathic behavior in relationships the way teachers and students, improving student's psycho-social, religious and moral advice in the development. He think that the teaching process can be effective by means of a special relationship to be established between teachers and students. And this relationship is possible only with empathic behaviour approaches. Teachers may face difficulties or problems caused by students in the way of achieving their goals. A good teacher; is the one that uncritical students, care about each student, does the lesson with exciting activities, making lessons more fun into the teaching process, which included all students in lesson, unbiased, patient, is a person who appreciates student success by fostering the development of personality (Aydın, 2009, p. 76).

3. Discussions

Learning and teaching is a universal concept and the interest of people for this two concepts continue in a lifetime. People who are engaged with teaching leave significant traces in individuals minds and spiritual structure. Persons who choose this profession should make effort to leave positive impact in students attitudes and behaviour. Students also always need a teacher as positive a model to develop himself and to gain self-recognition of life. If teacher behave positively will attract the students attention and so will rise his position and in the eyes of student it will become a model.

The teaching profession has a lot of respect in the eyes of the community. Those who choose this profession is required to be a model with words and behavior with both costume and dress in a manner befitting the dignity of the teaching profession. Being an important factor in gaining positive behaviour of students, it is an important priority teachers firstly should exhibit positive behaviour itself .

Teacher behavior has an important role in the realization of the learning objectives. Teachers act according to need, sometimes become friends with students , sometimes it becomes the leader and guide him. Fulfilling what is expected from him, respect the diversity in class, guide students to their interest, teacher will be effective also in classroom management.

The teacher is also the source of authority. In the past the societies has given full authority to teachers, but this authority is wasted from teachers by exerting pressure on the generations. Instead of looking for ways to provide new authority teachers should return their attention in implementation stage to train effectively and permanent. (Çeken, n.d, p.18).

The teacher should know very good his students so with given knowledge should help to establish a relationship between real life. Even beyond all of them should work to pass on the information to draw more attention to the behavior of the individual. In cases where the appeal is not sufficient should look on its own studies for ways to be more effective on students.

According to Çelikten & et.al. (2005); teaching profession carries some of its own set of properties. These characteristics will vary according school environment, parents, administrators and teachers with the change but some of features do not change. This profession cannot be limited only schools and classes, parent, society and the environment is a task that involved in the interaction. The differences in the structure vary according to culture society expectations and the region that teacher is working. Teachers are in communication of all segments of society but the original and main group that they are in direct contact are students. Although these relationships are according to official regulations but after school though certain emotional and unforgettable memories are still experiencing it with a group of students.in education and training the success is expected from the education system equipment and physical facilities as it may seem at the forefront, on the actual success should be sought on the not qualified teachers and not being enough.

Compared to past in teacher behavior are observed changes. Traditional teacher-centered understanding of information overload but though is still effective, the ability to develop training are given more importance nowadays based on individual freedom. In this new process of teachers should persuade individuals to educate with activities they perform, explain why you need the information he learn by explaining to him how important it is to prepare them for life.

Today, from the influence of teachers who are role models in education, students gain certain harmful and can lead to negative behaviors. For example, one of the factors that affect student negatively in school are friends. Even more, a bad friend in school is considered as the most important factor underlying in behavior disorder. Instead of taking as role model his teachers taking as role model their bad behaviour friends can be found problems arising from family and teacher who should be model.

To help his student, teacher firstly should know him very well. As a result of recognition, teachers can develop plans and programs to correct identified deficiencies in students. At this point, the teacher's approach and solution of students t problems and effort to produce solution is one of the elements impact on the students. And also when we are looking for a solution of students problems should take into consideration the society's values and culture. A teacher that knows very good the values and the culture of the region where he teaches will have interaction with the society and will provide the best dialogue with his students.

Teachers who help students to establish the relationship between knowledge and real life will also have the chance to explore the capabilities of that student. Taking in account the interests of students and their abilities where they can be successful, in terms of profession they can direct students to the field.

4. Findings and Results

Unlike other creatures in the world human life enters a training process as the need of education will continue throughout lifetime. This process begins in the family, and continues at different levels in educational institutions. Education is one of the most important institutions of all communities which countries can move forward with confidence to the targets.

To train the members in accordance with the requirements and needs of the community is an essential task expected from educational institutions. Each country will raise the educational system regarded to the human model, based on the philosophy of education.in one hand schools, transfer the norms and values to the new generation and on the other hand internalize these values as the behavior of a student who is trying to raise profile.

In a rapidly globalizing world is experiencing rapid change, and that change profoundly affects society. This is getting a fair share of changes in educational activities to. Technological advances have facilitated to reach information but the phase transformation of knowledge in behavior has increased difficulties.

Teachers has important duties on Uncovering the students potential abilities and to develop their abilities. As being effective while socializing students, teachers also guide him while preparing for life. Being in the position of future architects teachers should make effort in being model with their behaviour and affecting them in positive sense and should pay attention to harmony between words and behavior.

To become a model in the eyes of the students, teachers should establish good relations and should gain his trust. If the teachers approach to students by tolerance and patience and shows effort in solving their problems they will gain a good position in the eyes of the student.

During the process of gaining good behaviour to students, teachers should know very well the student. And during this process is very important for teacher to be in contact with the student family. Knowing his student very well, teacher should develop plans to correct the deficiencies that he has identified. And while doing this he also should take into account the social values and culture.

Teacher leave deep traces in the individuals mental structure and mind working on an important mission to perform in the line with the expectations of society and family. Although nowadays the technology widespread developed and facilitated life of society, the need for teachers will continue.

To raise the skilled manpower which is necessary to up bring a country we should provide the infrastructure to train well equipped teachers. In addition, it will be useful organizing seminars for teachers at certain periods at educational institutions. As a result, the investment made for teachers will contribute to social peace and the peace of society, and at the same time will transfer the values and culture to younger generations.

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The Impact of Interreligious Dialogue on Community Peace: A Qualitative Study on Shkoder Events in 1997

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Abstract

Living in community is the basic feature of human as a social being. Due to this fact, it pushes human to live in community because of basic needs. Human is a being that always is in need, which makes him to live with his other fellow human in the same environment. As a result of these requirements and with the combination of different people and different needs communities form. We shouldn't think these communities as simple combinations that are formed by people. When we examine these communities we will see that there are different social insulation that can respond to the peoples' need such as family, education, economy, religion and politics. The aim of this study is to give some examples of religious men as major institutions of society and the positive impact that they have on the people during social events, and their contribution they demonstrate to social peace. In this article is about where an interview methodology was adapted, to get reliable data considering the events that happened in Shkoder, Albania in 1997. Especially we took those people who witnessed the event related articles published about this topic by local authors have been analized as well.

Keywords: Society, social institutions, clergy, community peace**,** common sense, dialogue

1. Introduction

The human being, which is a social creature, is historically known to have been living in communities since the past to the present. When the community (communities), which are created by people, is examined, the togetherness will be seen as not ordinary. The people need to live together in order to supply the unlimited needs. From this perspective, it is not possible to think the human being to live outside of the social environment. People cannot survive without the other members of the society which complete individual human characteristics. It is very important to understand the sociological emphasis that people cannot live without someone else which is a product of society and social life (Güngör, 2013, p. 65).

The society is the organization which consists of material moral values. The main institutions are the structural elements of society which is created in order to meet people's needs and expectations on certain values. Throughout history, the societies are such institutions which adopt and protect the family, education, religion, politics and economics. The social peace, stability and well functions among the communities depend on the cooperation and compliance (Türkkahraman, 2009, p. 25-26).

In this study, the religious institutions which are considered to be one of the major institutions in the eyes of society, the interfaith dialogue, which has contribution to social peace of society, will be discussed. In this context, in 1997 in Albania, the chaos and provocations which had been planned by provocateurs and prevented by the clergies. The clergies was interviewed regarding the religion positive impacts on the public and concrete examples will be given.

2. Literature review

According to Gunay (2012),who states that people live together in the community, " Aristotle; used the term of " anthopos zoom of the politico" (social presence),in order to express the characteristic of this society. The great Islamic scholar, Ibn Khaldun who lived in the XIV th century, with the expression" human society is essential " underlined the necessity of community life (Günay, 2012, p. 18).

According to Kutlu (2014) the community, the people`s togetherness is not formed by chance.The society is defined as " an interaction between communities, to meet the needs of social life, to live in a particular geographical location and to share many common cultures".

Kılavuz and Yılmaz (2009) state that the social needs " an individual has some basic needs such as cognitive, emotional, social and psycho-motor. Maslow sees that these needs and deficiencies must be provided by the environment". According to Kılavuz and Yılmaz , " Maslow, the human needs, as a phased, puts on another like pyramid. There are physiological

needs in the bottom layer of the pyramid and the psychological needs are located in the outer layer" (Kılavuz and Yılmaz, 2009, p. 124).

According to Türkkahraman (2009) the agencies which arise due to the social needs " the sociological and anthropological data, as called in the whole primitive or developed societies, family, education, economy, politics, religion, points the presence of such institutions, all societies are similar to each other in terms of shape and it has institutionalized behavior patterns" (Türkkahraman, 2009, p. 30).

Each social institution has a separate function within the social structure. Because it is relevant to our subject, it is essential to talk about the religious institutions and their functions. According to Kutlu (2013, p. 28) the religion influence is seen about the common values and culture of people who live together in the formation of morality development.

Kılavuz & Yılmaz (2009) state that the belief of the feeling, which is a requirement of religion in terms of individual and social life, is an important need for people. It is also expressed that people have needed the religion belief in every period whether the source is divine or not (Kılavuz & Yılmaz, 2009, p. 125).

According to Kutlu (2014) the clergies have an important impact on individuals and communities in the social life. It is believed that the clergies have an important mission in religious teaching, religious practising and conveying the religious messages to the society. The institutions, which carry out different functions both among themselves and inter-organizational relationships have a vital importance, need to be in dialogue in terms of social peace. In particular, the religion, which has and active power and position in formation culture and moral values of the society and the community, is an important consideration that should not be neglected of being in dialogue.

Küçük (1998) describes the dialogue as a conversation with two or more persons who come together, from different races and cultures, different beliefs and convictions, different political understanding. Those people talk with each other in a contemporary way. Küçük continues stating that the history of the dialogue started in the second half of the XX th century in 1962 and ended in 1965 with the Second Vatican Council (Küçük, 1998 , p. 31-32).

3. Discussions

Consequently, by this kind of format of dialogue, people will have mutual understanding, everyone will accept people in their common. They will solve the problems by acting together. There will be an appropriate situation to live peacefully. As a result, the purpose of inter religious dialogue is regarded as the joint of all religions in order to cooperate against the negatives .

In today's globalized world, living together has become almost inevitable. Putting aside the differences, living in peace, listening to each other, trying to understand, expressing beliefs and ideas easily and freely and meeting in a common point has become an important need for people .

And this can happen only with interfaith dialogue. And what will occur as a result of the dialogue is mutual understanding, accepting everyone as they are, acting together to solve the common problem of humanity, and this will prepare a suitable ground to live in peace. The purpose of interreligious dialogues to cooperate against the bad that is the joint enemy of all religions.

Aydüz (2005) defines the inter-religious dialogue as; "the people who belong to different religions, do not need to make others accept their beliefs and thoughts but they need to listen and understand each other, to have a mutual understanding, tolerance, freedom in speaking, be able to discuss things in the open atmosphere without others` influence" (Aydüz, 2005, p. 18).

For the purpose of forming the society based on dialogue, meeting each other by providing insights society, is an undeniable contribution by the religion authorities in order to have contribution to the universal peace. At this point, the religious authorities should put aside differences of their opinions and thoughts and they should meet in the common in order to to establish dialogue and agreements among themselves for the universal peace.

Religion is considered to be one of the most important parts of many people's lives. It sacred mission to serve societal unity and to contribute harmony among people. When its mentioned a Composed of different religious groups as a multi-religious society, come immediately to mind the risk of conflictbetween religions. But this theory as in the case of Albania reality this theory may not always agree (Gjuraj, 2013, p. 89-90).

If we would examine the Balkans, especially towards the end of the 1800s, the establishment of the state is dominated by national factors that have struggle for independence started in the territory of the Balkans. If we will exclude minorities, we will see that the main elements which constitute of the nation in a state are the same religious feelings. But at this point

Albania is different from the other Balkan countries. Except for a very small part of the entire population is Albanian in the country where noticeable different religious preferences are.

"Albania is the smallest of the Balkan states in size and population. It is also one of the most ethnically homogeneous countries in Europe with Albanians in 1999 comprising 95 percent of the population. Prior to World War II, about 70 percent of Albanians were Muslims, 20 percent Eastern Orthodox, and 10 percent Roman Catholic. Albania is thus the only predominantly Muslim country in Europe." (Joel Krieger 2001, p. 19).

In Albanian territory has not been experienced any serious problem throughout the history of religious origin. Despite provocations on disturbing the peace and tranquility, clergy has come together through dialogue in a way to overcome this crisis before it was benign. While the dialogue is done just literature in many parts of the world, in northern Albania Shkoder city is replete with examples of interreligious dialogue where half of the population is Muslim and the other half of the population are Catholic and Orthodox.

Before the communism system established we had one of the rare greatest Muslim personalities grown recently Hafiz Ali Kraja who fought against the danger of atheism, and in the same manner we have Shkoder Catholic notables Engjell Coba who struggled against atheism. According to what Hafiz Ali Kraja`s son (Kraja, 2014) said; while both of these two clerics were searching through the death sentence they tucked away in the basement of a house for 3 years, and had been surrendered only after turning their penalty to a life death decision.

Both of two good friends after they were surrendered they were tied their hands and feet's to each other, and were transferred to capital city Tirana in 1947. From what Hafiz Ali Krajas son Mehdi Kraja was told from one of his father's friends and witness in prison Dede Markagjoni we face a story that we hadn't faced till then; Markagjoni himself was in one prison cell and Kraja and Coba were in the same place but in different cells, Markagjoni narrates in this way what he has seen; despite of being bound hand and foot to each other they didn't let their worship, but they have done together the worship. During prayers when H. Ali Kraja was doing bowing and prostration at the same time shepherd Engjell was doing bowing and prostration with him. When the shepherd Engjell knelt to worship H. Ali Kraja was moving with him.

It must have been a good inherit from these two friends to the next generations that staged again provocations in 1997, the clergy were disposed of dialogue and cooperation.

March 1997 due to the bankers crisis of the country went into chaos civil armed with weapons taken from military depots. Experienced political will, was insufficient to prevent incidents in which residents in the city of Shkodra is about to be dragged into chaos, like other cities.

Being a shepherd at the moment Lucjan Avgustini (Avgustini, 2014) described as follows the situation in Shkoder. In those days, starting as reaction against Banker has gradually increased and ultimately will bear the risk of war between Muslims and Christians. Widely circulated rumors had reached dangerous levels. In one hand there were rumors spread among the Muslims that Catholics will destroy newly build Mosques, and on the other hand there were spread news that Muslims will destroy Catholic church. People had to be calmed. Because the people in the city were divided into groups were armed and had erected barricades on the roads. The present situation had reached the extent of threaten the peace.

By the news that began to spread that Muslims will destroy the church Avgustini explains that he went to Mosque to meet Muslims and he says that they always had good relations with Muslims and this visit was not extraordinary but a normal one. And when the situation was really bad in Shkoder he says that we always moved together with Muslims, when it is needed Imam comes to Church and Shepherd went to Mosque, they also said they went to the mosque and they struggled with problems and always reiterated their solidarity together.

The night that were the rumors that will be the attack they constantly visit each other, Mosque and Church, and he says that if its necessary he would sleep in the Mosque and the Mufti would sleep in the Church.

Augustini said that they talked with the people in the street that wandered up barricades to be careful and not to let in the city people that they don't know and that have evil intentions.

Between two religion had a really serious dialogue and cooperation said Augistini, we had freedom in religion when it comes to Muslims they helped Catholics to build their church, and Catholics also helped them to repair the historic building the "Xhamia e Plumbit". No one wanted a war between religions, he added.

When there were rumors that Mosque will be destroyed Mehdi Kraja (Kraja, 2014) said that a friend of him came to him and told to take the gun and go to protect the mosque, but he said to his friend that this can't happen, and I will not come to Mosque because we build that Mosque together with Catholics so its impossible they would destroyed it, but his friend reproach him and said to him , shame on you, you are an imam son and don't come to protect mosque.

In the period of crisis that we were having we made in the mayor office, and we were in contacts with the mayor Bahri Broci to consult and maintain the safety of the city.

Then a delegation of clergy from Shkoder went to Tirana to meet with the consensus government Bashkim Fino and Pjeter Arbnori to ask for help because there is a security risk and neither the police nor soldiers could ensure the security, so they wanted assist.

Continuing his speech to Avgustini (Avgustini, 214), by the grace of God, the representative of three religious groupsin the city. He had attended on behalf of the Catholic Church because Archbishop Frano Ilija was too old and he couldn't attend. Representing the muslims was the Late grand Mufti of Shkoder H. Faik Hoxha and Fejzi Zaganjori. Also Aleksander Petani attended by a representative of the Orthodox Church. They walked along the Shkoder streets and hoods together trying to give the message that they were together they don't have any fight with each other, but he added that people were so scared that they were afraid to come out.

And when the people saw the clergy together calm down and they showed in the windows and balconies and showed their joy by throwing flowers. In general in the neighborhoods where dominates catholic population speaks H. Faik Hoxha, and where Muslims dominate he speaks himself or Aleksander Petani from Orthodox church.

Taking an active role in the peace providing, in that times stated as vice mufti Fejzi Zaganjori (Zaganjori, 2014) said that there were people that want to destroy peace but we never suspected from Catholics to attack our Mosque. Even the night that we were expecting an attack the authorities from the Catholic Church came to Mufti H. Faik Hoxha at midnight and proposed to preserve each other's temples, and we ensure them that no one from Muslims would go and hurt or harm the church.

We have witnessed this kind of provocations in the past also says Zaganjori, in 1913 were cut off a pig in the mosque that is forbidden for Muslims, and tried to leap on Catholics, but very soon they learned that it was a provocation and was done from some people from Montenegrins.

Another person that fight from the beginning this kind of provocations was the Orthodox Church priest Aleksander Petani (Petani, 2014) he told that city went through very difficult time there wasn't any police or soldier to provide security so clergy worked night and day to maintain the peace.In fact due to the contribution of the late Mufti H. Faik Hoxha to keep his name alive and not to forget hi contribution he proposed to give his name to a school, highway or a place in Shkoder.

He told that Orthodox themselves had very hardship time, but hanks that the mosque was near to our church and H. Faik Hoxha kept an eye on us and helped us.

In the following days athey found bomb in the morning when they arrived at the door of the church, people took it and through it to river. Escaped from destroy in 1997 the church was destroyed from another bomb in 1998, and the priest himself had heart attack incident and was removed to hospital. When he got better he went to the church ruins and there come for visit o lot of people from different religions and let flowers, and Petani says that the ones who did this can be a member of a religion.

The three clerics that we interviewed emphasized the same thing. It does not belong to any religion who plan this work, their focus is on feeding from chaos. According to them any religion would not consent to, man to kill, to steal, to destroy and burn.

4. Findings and Results

It is not possible to complete one's survival features by staying out of people 's social life. For the reason of living together the people have established institutions which consists of tangible and intangible elements. The each institution, which has been based on human needs and specific values, has various functions within social structures.

Religion, which is a requirement for the human being in terms of individual and social life, is an important need for people. People have needed the religion belief in every period and in every society whether the source is divine or not. The religion, which has impact and power over societies, contributes to the formation of cultures and development of moral values of people.

It is also believed that the clergies have an important mission in religious teaching , religious practicing and conveying the religious messages to the society. When there are different religions in the society, it is very important for the religion authorities to have dialogues in order to provide peace among societies and it should not be neglected. Putting aside the differences, having dialogues, meeting in common points has become an important need for people in order to live together. The purpose of interreligious dialogue is regarded as cooperation against the negatives. By having mutual dialogues and

accepting everybody in their position will solve common problems of societies and will provide societies peace and togetherness.

At this point, the religious authorities should put aside differences of their opinions and thoughts and they should meet in common in order to establish dialogue and agreements among themselves for the universal peace.

When it is talked about different religious groups which consists of multi-religious societies, it is immediately understood the risk of conflict between religions. But this theory which is seen in the Albania`s examples cannot be relevant. Except for a very small portion of the entire Albanian population, there are noticeable different religious preferences in the country.

Albanian territory did not experience a serious religious problem throughout the history.Despite the provocations of destroying the peace and tranquility, the clergies overcame the crisis through dialogues.

Despite the conferences and symposia are arranged in the name of the dialogue around the world, the interreligious dialogue is an example in Albania that Muslim, Catholic and Orthodox population live together without any problems.

Especially, in the city of Shkoder, it is admirable examples of clergies to fight against the issues through dialogues. During the chaos, it shows the importance of dialogues among the religious and social institutions that clergies help the local administrations ensure peace and security, which have difficulties in ensuring peace and security.

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The effect of government expenditures on economic growth.The case of Albania

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Abstract

One of the main issues of economic policy and government is to ensure a sustainable economic growth of a country.Economic growth has been at the center of every government in place since at least year 2000.Though for this teen-year ,growth values were satisfactory in Albania, the macroeconomic situation changed in 2009,when appeared the elements of the global crisis. Economic global crisis has awakened interest in the case of fiscal policy.Fiscal policy and monetary policy as well, are two basci components of state economic policy which are used for macroeconomic purposes:influence of gross domestic product, the level of enmployment, income and price level. The two main instruments of fiscal policy are government expenditures and taxes. Government expenditures are considered as the most powerful weapon available to fiscal policy makers, especially in developing countries such as Albania. During the last century , governments have spent more and more in relation to their national income. This increase in government spending can be explained by the impact that this variable can have on the economic growth of a country? In fact ,about the connection between the government spending and the economic growth of a country various studies seem full of contradictions.This conflict is explained by changes in terms of definitions and from the differencies of the various countries included in these studies. The objective of this study is to give an appropriate answer to the question : Can government spending have the potential to impact and stimulate economic growth? How the changes of the size of the fiscal policy instruments have affected indicators of economic growth in Albania? This article will focus on the role that the fiscal policy has on economic growth , especially in our country, reviewing economic growth theories, debates about the effectiveness of fiscal policy , and active fiscal policy. Finally some suggestions for the future addressing the government expenditures towards priority sectors.

Keywords: fiscal policy, government spending ,economic growth

Introduction

One of the main objectives of the fiscal policy is that public spending can provide a stable economic growth in many programs . The goal of public finances is the promotion of sustainable economic growth. Public expenditures have played an important role in shaping the physical and human capital over a period of time. Appropriate public spending can be effective in promoting economic growth, even in the short term. Therefore, the effect of public spending on growth can be a complete indicator of the productivity of public spending. In the 1970s and 1980s, most developing countries were experiencing serious fiscal imbalance. This is manifested in the rapid growth of public expenditures that exceeded revenues. Resulting fiscal crisis are found to be unstable in all affected countries. Consequently, these countries demanded the creation of fiscal programs aimed at reducing the unsustainable fiscal deficits and ensuring economic growth. Two options are available to achieve this first objective. First option is to increase income in order to make it possible to reduce the fiscal deficit. But, given the difficulties of raising tax revenues in the short term, the second option,spending-reduction seems more accessible to correct fiscal deficits. While such reductions are necessary, must be considered the implications of each of the components of public expenditure on economic growth indicators, taking care that this may result in unacceptable economic cost and social.

Many developing countries, including Albania are applying the substantial macroeconomic changes. Consequently it is not yet clear how these programs will affect the index of public spending and yet more economic growth and poverty reduction. Therefore it is important monitoring levels and trends in composition of government spending, and to assess the causes of change over time. This is even more important analyzing the relative contribution of different costs of production growth and poverty reduction, as this will provide important information for more efficient targeting of these financial resources.

Theoretical relationship between government spending and economic growth will be addressed in this paper. There are two main theories in economics about the relationship between government spending and economic growth that have different views about this connection. While Keynesian macroeconomic theory assumes that increasing government spending will have a tendency to run us into higher aggregate demand and ensuring a rapid increase of economic growth . Wagner's theory is oriented toward an opposite opinion. The latter claims that national income growth causes more costs to government. The question whether the increase in public spending growth will bring policymakers divided into two separate camps theoretical, with preference for small government or big government. Economic theories would suggest that in some cases lower levels of government spending will cause economic growth, while in other cases the high levels of government spending would be more preferable. From an empirical perspective becomes more confusing evidence generated as a number of studies favoring one or the other approach. The main focus of this paper will be concisely reviewing the existing empirical literature in order to discuss the relationship between government expenditures and economic growth . Some times a big government and the increase is conducive to better economic performance. In fact, in most cases enlarge the size of government will lead to higher levels of income and improve economic growth, if the expenditures are addressed to productive sectors.

1.Literature.

The evidence pointing to a negative relationship

There are many empirical studies that support the negative relationship between public spending. Barro (1991) in a study of 98 countries for a period spanning from 1960 to 1985, using the average annual growth rates in real GDP per capita and the ratio of real government consumption to real GDP concluded that the link between growth economic and consumption is negative and significant. Jong-Wha Lee (1995) provided further evidence for the negative relationship between consumption of government and economic growth. More specifically, using an endogenous growth model for an open economy, it is found that government consumption and economic output was associated with slower growth. Starting with the U.S. economy, Knoop (1999) using time series data for the years 1970-1995 concluded that a reduction in the size of government will have a negative impact on economic growth and welfare. Estimates obtained by Fölster and Henrekson (1999, 2001) while conducting a panel study in a sample of rich countries during the period 1970-1995 gave support to the idea that large public expenditures negatively affect growth. In another empirical study, Ghura (1995), shows the existence of a negative relationship between government consumption and economic growth. During his investigation turned out that the fact that countries with higher rates of growth have experienced higher ratios of investment, export volume growth, higher life expectancy of life at birth, low inflation rates, and standard deviations low inflation, but it does not necessarily mean better terms of trade outcome.

In an attempt to investigate the relationship between government size and the unemployment rate Burton (1999) using a structural model error correction for twenty OECD countries for the period 1970-1999, found that the size of government, measured as total government expenditure as a percentage of GDP, has played a significant role in the sustainable level of unemployment.

Using collected data for 113 countries, Grier and Tullock (1989) have investigated the empirical rules of postwar economic growth. Among other results, they found that government consumption is negatively correlated with economic growth. The same study also Konstantinos Alexiou emerged that political repression is negatively correlated with the increase in Africa and Central and South America.

Guseh (1997) in a study on the effects of government size on economic growth rate using Ols estimation , using time-series data for the period 1960 -1985 to 59 countries with average incomes in developing countries provide evidence suggests that increased government size has a negative impact on economic growth, but the negative effects are three times greater in non-democratic socialist systems than democratic systems market. Further assessments provided by Engen and Skinner (1992) for 107 countries over the period 1970 to 1985, suggested that a balanced-budget increase in government spending and taxation is predicted to reduce output growth, while Carlstrom and Gokhale (1991) reported simulations results according to which the increase in government spending causes a long-term decline in manufacturing.

Adopting a Granger casuality approach , Conte and Darr (1988), have investigated the causal dimensions between public sector growth and real growth rates for OECD countries. Special emphasis was placed on the effects on economic growth as a result of increased government resulting from macroeconomic policy. Based on the evidence, the increase in government spending has had mixed effects on economic growth rates, positive and negative for some countries to others. For most OECD economies, however, there is no significant impact of the government's perceived growth rate of real economic growth.

The many reasons for the negative relationship between government size and economic growth are:

• The cost of extraction. Government spending requires costly financing choices. The government can not spend money without taking money from someone. All options used to finance government spending will have negative consequences costly.

• The displacement cost. Government spending displace private sector activity. Every dollar the government spends a dollar means less productive sector of the economy. This reduces economic growth while forces guide the allocation of resources in the private sector.

• Cost of negative multiplier. Finance government expenditures harmful interference. Part of the budget is used to finance activities that generate overtly negative effects on economic activity. For example, many regulatory agencies have relatively small budgets, but they impose large costs on the productive sector of the economy.

• The behavioral subsidy cost. Encourage government spending destructive choices. Many government programs subsidize economically undesirable decisions. Welfare encourages people to choose leisure. Unemployment insurance programs provide an incentive to remain unemployed.

• The behavioral penalty cost. Discourage productive government spending choices. Government programs often discourage desirable economic decisions. Saving is important to help provide capital for new investments, but the incentive to save has been undermined by government programs that subsidize retirement, housing, and education.

• The cost of market distortion. Government spending inhibit the allocation of resources. Prices in competitive markets stipulate a process that ensures the most efficient allocation of resources. However, in both areas, health care and education, government subsidies to reduce out of pocket costs have created a problem of "third party payment".

• The inefficiency cost. Government spending is one of the least effective ways to deliver services. The government directly provides many services and activities such as education, airports, and postal operations. However, there is ample evidence that the private sector can provide these important services at the highest quality and lower costs.

• The stagnation cost. Government spending inhibit innovation. Because of competition and the desire to increase income and assets, individuals and entities in the private sector constantly searching for new options and opportunities. Government programs, however, are inherently inflexible.

Evidence pointing toward a positive relationship

Contrary to the negative association between government spending and economic growth established by the aforementioned studies a growing body of literature attempts to redress the balance by suggesting that the state can actually, through implementing appropriate policies, nurture productive activities and reduce unproductive ones (see for instance Amsden, 1989; Epstein and Gintis 1995, Burton 1991). More specifically, Kelly (1997) by exploring the effects of public expenditures on growth among 73 countries over the period 1970-1989 found that the crowding-out and rent-seeking concerns might have been overstated in the literature. According to the evidence obtained the contributions of public investment and social expenditures to growth is rather significant. Further more, Alexiou (2007) in a study for the Greek economy, after disaggregating government spending, reported evidence on the basis of which there is a positive association between the growth in the components of government spending and GDP growth. Aschauer (1990) also documented a positive and significant relationship between government spending and the level of output.

Despite the fact that even the crowding-out literature, has recognized a limited but significant effect of public investment on growth, social programmes have been rendered unproductive, with the exception of education. Thereby, most of the studies conducted have exclusively focused on education as a significant factor which impacts growth through its effect on human capital (Barro, 1991; Roubini and Sala-I-Martin, 1991; Birdsall, Ross and Sabot 1995).
It becomes apparent that the relationship between government spending and economic growth is far from clear. Two key points however can be made when reviewing the empirical studies: empirical results are specification sensitive and the relationship between government spending and economic growth is generally negative when connection is expressed as percent of GDP and is generally positive when expressed as an annual percentage change.

2.Public spending

Meaning and essence of public expenditure

There are some essential functions that governments perform in many countries, and that can not be done by the private sector, for example, national defense, security and territorial integrity, ensuring social welfare, the establishment of a legal framework, development of industries and infrastructure etc.. These functions spend considerable public funds. Public expenditures are closely related to the existence of the state and his functions. With the enforcement of the role of the state have increased the costs of public spending .Two features of public spending are:

1-they serve to meet the collective needs and interests for public 2 - and they are spent money

So public spending are money expenditures that makes the state and other entities for meeting legal and political needs for collective and public interests.

In developing countries, public expenditure policies deal with accelerating economic growth, development and employment opportunities to play an important role in reducing the level of poverty and income distribution. We should make a distinction between public expenditure and revenue, because the first should be determined the public spending to finance the public needs in order to determine after public revenues ,as a funding source of public spending.

Public expenditures used to meet certain social needs, different in scope and structure as:
a. the general public needs (state administration needs, keeping foreign embassies in the world, armada financing, granting of subsidies) b. joint and collective needs (the needs of education, culture, science, health, security service pension and disabled) c. economic nature needs of the state (state intervention in the economy, in international economic relations, investment in infrastructure etc.)

The volume of public expenditure

In all countries there is the tendency of increasing public spending permanently. Some theorists explain this fact therefore increasing public spending with economic growth of the country and others in political causes. Setting minimum and maximum limit of government expenditure is studied by many theorists who claimed that classical public spending should be as low and moving in the border 15% -25% of national income. While financial modern theorists appoint not limit public spending and they put it in the center of injuring effects that cause public spending, but they also put a limit on public spending especially unproductive public spending in cases where all requirements is possible . But of course the limitation of public spending depends on the economic development of the country and the level of national income. Causes of increased public spending according to Gaston Jeze are divided into two groups: apparently causes (formal) by Jeze which are: a) reduction of the purchasing power of money, i.e as far as the value of money falls, the more increased public expenditure b) technical changes in state budgeting c) changes in the size of the state, the growth of the state territory and population is a formal cause of increasing formal public spending . Real causes by Jeze splits in: a) the causes of economic nature. These reasons are related primarily to the economic development of the country because economic development creates new public needs that the state must meet with its own budget in the cultural sphere as well as in the social sphere, while the second are related to competition in foreign markets where the state should spend more because of export premiums, price dumping, etc. b) the causes of political nature. These reasons can be divided into internal and external. In internal causes can be introduced forms of government, regulation democratic country which influences the growth of public spending because increases influence in the broader measures of education policy and the treatment free of charge and in social contributions. External causes are toughened world political situations which leads to policy strengthening of weapons, military bases increase ,duration of military service etc.. C) financial nature causes. Within these causes should be noted that the payment of the public debt increases public spending and mismanagement of public funds during the budget surplus.

The effects of public spending

Public expenditures today are a very important instrument which act in the economic, political and social development of a country. In this sense we find two concepts:
Neutral effect of public spending is bourgeois concept of classical theory which is based on the exclusion of the state in social and Economic development of the country, and in public expense as small as possible.
Active effect is based on the impact of public spending and social-economic sphere .These effects are many, we are constantly expanding and achieving economic structure reflected in the growth of social production. Through public revenues the state receives from the economy and affects the population actively in production and redistribution turning them in the form of public spending . Government expenditures change economic and social structure of the state.

Total government expenditures in the years 2000-2011 in Albania.

Total government expenditures are non-refundable payment to the realization that government performs its functions through the purchase of goods, services, transfers or interest payments. Distinguished in two main groups: current expenses and capital expenditures. Current expenditures include payments for services and consumable items for less than a year, debt interest and various subsidies. While capital expenditures included payments for items and services with shelf over a year.

As can be seen from the graph 1 and 2, there is a steady increase in total expenditures of the State Budget. These rates are higher especially after 2006, to the maximum in 2008, where spending increased by 23% versus 2007. Among the main factors that contributed to such high growth were investments, which recorded a level 37 billion higher than a year

ago. The year 2009 stands out for a considerable expense, but this time make the difference recurrent expenditure, 35 billion more than in 2008. Interestingly spending contraction suffered in 2010, decreasing by 4.8% which occupy the main place investments with a decline of 30 billion ALL or 30% compared to 2009.

A structure of budget expenditures

The structure of budget expenditures ratio means that current and capital account expenses against total expenditure .

As can be seen from the graph 3 it is noted that until 2005, the main item of expenditure were those current, while after this year, the trend starts to change, always giving more priority to capital expenditures, for the necessity to sustain economic growth. In 2008 and 2009, capital expenditures occupy higher weights by 27% and 25%, years that coincide with the financing of the project "Building Rreshen road."

Capital Expenditures 2000-2011

Understood capital cost payments for items and services on a year long use. These include payments for items with the benefit of long-term use, fixed capital assets and payments for replacement of fixed assets destroyed.

The graph 4 gives a clear idea of priority investments that have taken over the years. Their rise steadily, mainly from 2005 is made possible thanks to a high performance of the fiscal sector income, income from the privatization of some important facilities and support from foreign funding. 2008 and 2009 mark the highest figures, which actually matched the main financing the project "Building Rreshen road."

Investment Financing Structure

There is a constant behavior towards the funding method. However, since 2004 highlights a growing amount of domestic financing, which culminates in 2009. During this year, funded by domestic investment amounted to 81 billion, with 40 billion or nearly 50% of the funds have served to finance the project "Building Rreshen road." External financing also presented significant fluctuations. It culminates in 2008 with 43.6 billion, 78.8% of which served to finance the project "Building Rreshen road." Support the project with foreign capital has given proper breathing to the business . This is very clear in the graph 5.

Allocation of budget expenditures for 2012 by functions.

As can be seen from graph 6 social protection is 30%; General public services 20%; education 12%; economic issues 12%; Health 10%; housing and community amenities 6%; public order and safety 6%; protection 3%; recreation, culture and religious affairs 1%

Economic issues, including the construction of transport infrastructure received 44 billion or 12 percent of total expenditure and at the same level that the Health sector was spent Arsimit.Për one in every ten leks, or 10 percent. Total expenditure on health was 36.5 billion.

Environmental protection, including costs for land clearing, sewage processing and rehabilitation of contaminated areas is the function of government to lower costs in Albania. During 2012, it was planned that this function consumed 1.1 billion while actual expenditures were only 472 million or 0.1 percent of total expenses.

Recreation, Culture and Religious Affairs function seems to have been most favored by the government for 2012. Initial plan was to spent 2.8 billion while the final costs were 70 percent higher, or 4.7 billion. But this function accounts for less than 1 percent of all budget expenditures.

Public order and safety, including the costs of police, judiciary, prisons and fire protection, was 21.1 billion for 2012, slightly higher than the beginning of the plan year. These costs account for 6 percent of total budget expenditures.

Budgetary Expenditures Albania Compared with countries Region

In the case of Albania, budget expenditures for 2009 were approximately 379 billion or 33% of GDP.

Compared with the regional countries, Albania is as follows:

As can be seen from the graph 7, Albania expenditures to GDP are lowest in the region. Meanwhile ranked in first place: Greece (50.4%) followed by Bosnia and Herzegovina (50%), Montenegro (47%), Serbia (44%), Croatia (42%), Turkey (37%), Macedonia (33%) and Kosovo (31%). By analyzing the time, noted that the country with the greatest reduction of budget expenditures over the last decade is Bosnia and Herzegovina, while the country with the largest increase is Kosovo ..

3.Economic growth in Albania

One of the fundamental issues of economic policy and the government is to ensure a sustainable economic growth. Economic growth has been at the center of any government and political force in the country since at least 2000. Though this decade growth values were satisfactory macroeconomic situation changed in the last five years. Adverse effects appeared mainly in 2009, the year in which the elements of global crisis appeared . Macroeconomic developments during the year were formed in the context of the global financial crisis and the real economy. The only positive element was that the Albanian economy was affected less by the crisis than other countries in Eastern Europe, due to a lower degree of openness to the world economy in comparison with these countries. According to the Bank of Albania, in the international scenario, the country's economic growth slowed as a result of the slowdown in domestic demand and external, in the presence of liquidity tightening and reduction of foreign currency inflows. Aggregate demand as a source of sustained growth reduction as a result of reducing consumption, private investment and export demand. Also there has been a reduction of imports, especially of capital goods, which together with the reduction of remittances and limiting lending directly affected private investment. Also the growth of government spending in the first half of the year, the depreciation of the lek, rising deficits contributed to curbing private investment. Due to the effects of the global crisis created a climate of insecurity which led to reduced consumption and increase savings instead. The same situation appears unfavorable in 2010. Economic growth has remained almost the same values with a year ago, far from optimistic forecasts. Even for the period 2011 - 2013 values of economic growth have not been any significant improvement with values closer to its histoike 5-6 percent. Greek crisis which continues for months can be a real threat for the Albanian economy for two reasons: the large number of emigrants there and large Greek businesses in Albania, where the most important are mobile telephony and banking sector, but other sectors others such as construction, trade, tourism, etc.. . The effect is directly related to investment, where Greece is one of the leading investors and a decrease in investment would impact negatively on economic growth, employment, poverty etc. Besides the negative effect of the crisis many economists believe that the current sources of economic growth are consumed. Remittances can not be considered more important and a source of continuous economic growth in Albania. Since 2006, feels a downward trend which is expected to reflect a loss in the amount budgeted ½ - 1 percent of GDP per year for the period (2006-2010). So in the decade effect of remittances will always be smaller. Also donations, aid and soft loans are minimized. Other sources seem to exhaustion. In these conditions, policies should be directed at sectoral levels, such as agriculture, energy, industry, diversification of products, increased competition, the application of advanced technologies, harmonization of educational policies to the needs of the economy and businesses, including the wider population benefits from economic growth. In recent years, successive Albanian governments have focused on the political and economic criteria required for EU integration, often at the expense of social issues of poverty .. Despite a slight increase, Albania in 2011 came from the place it occupied among countries with high human development, being ranked 70th out of 167 countries. The country's poverty rate remains high, and is further combined with significant regional disparities and urban / rural. GDP purchasing power parity was estimated to be only 28% of the average EU-27. A United Nations study shows that Tirana, the capital, has a 0.75 index GDP and 83% enrollment rate in education, compared with an index of 0.655 GDP and 65% enrollment rate in education in mountainous areas. In addition, the country's Gini coefficient shows that economic inequality has increased; Gini coefficient from 20 to 34.5 Albania has overcome in the last decade. Agriculture, the only source of income for rural areas, excluding remittances, occupies less than one-fifth of GDP, although the sector claims nearly half the country's workforce. Poor equipment, property rights outstanding, and small plots of land contributing to the inefficiency of the agricultural sector.

As can be seen in graph 8 Albania has continued to record positive growth during the review period. After an average of 3.3% of GDP in 2009 to 2011, are noted signs of a rapid slowdown, especially in the first half of 2012, with a production increase of 0.2%. However, the economy has recovered to some extent, registering GDP growth of 0.6% in 2012, according to the European Bank for Reconstruction and Development. (EBRD). Major determinants of economic slowdown are: a contraction in demand from key external partners to Albania, Greece and Italy, weak domestic demand and business confidence, driven mainly by the weakening of credit growth and decline in remittances; and the difficulties faced by companies in meeting government bills and VAT refunds. Inflation fell below a target range of 3%, (- \ + 1%) in the first months of 2012, prompting the central bank to lower the interest rate on the lowest level in history, 4%. Yet economists fear that a worsening of the euro-crisis world will further affect the fragility of the Albanian market rate. The budget balance has continued to shrink, while tax revenue declined due to weak loan growth and business confidence.

External financial crises, especially the Greek debt crisis, have the potential to seriously put Albania's economic situation at risk. Greece is home to more than half of the 700,000 Albanian immigrants, who provide 35% of total remittances and thus a significant part of the GDP of the country. Besides that remittances are falling, the Greek crisis could affect unemployment rates, because many immigrants are facing serious difficulties in the Greek labor market and returning to Albania. According to the European Bank for Reconstruction and Development (EBRD) 2012 Report to Place "GDP growth in 2012 and 2013 will likely be below levels that have been seen in recent years, and weaknesses will remain high as long

as countries neighboring euro zone will remain in trouble. General contraction in demand from Western markets has seriously deteriorated the balance of foreign trade of the country. Problems such as high public debt and a high deficit in the current account, when combined with plans ambitious spending, low levels of investment and remittances, poses serious challenges in the near future.

4.Conclusions

One of the fundamental questions raised by many economists is why different countries are characterized by different rates of economic growth? Literature suggests that there is a large number of factors that explain the differences between countries, among which are: human and capital resources, the level of macroeconomic stability, institutional development, education, the effectiveness of the legal system, international trade, and legal and other ethnic diversity. One of the most important factors, which are given a special attention is the role and size of public spending, where his positive link between economic growth is a undisputed fact .So , the role and size of public spending is considered as an element key development and economic growth. One of the challenges of fiscal policy faced in transition, is the stabilization, but without impeding the necessary fiscal restructuring. Stabilizing itself requires the improved fiscal instruments. Government spending also have their own problems towards resistance , which has been periodically. Addressing priority sector expenditure against is an important issue, but not the only one. The way they are used and where mostly addressed towards capital investment and recurrent expenditure is quite difficult to judge. Government should be able to limit the level of spending that is available to use in the most possible efficient manner. According to research achievements in this area exist but there are still challenges for the future. At the same positions is presented management expenses which are paid due importance especially after 2000, where improvements have been made mainly in the formulation, adoption and implementation of the budget, to create continuity and stability in public decision making. It would be very appropriate for Albania to undertake fiscal reform in consultation with international guest organizations to enter into a public finance crisis in conditions when other circumstances are not favorable.The large difference of recurrent and capital expenditure makes you realize that most of these expenditures have gone to unproductive investments. There are not too many empirical studies regarding the effect of economic growth versus expenses which have a wide variance of results . This variance is explained by the variables considered, the variables conditioner or initial conditions, selected countries which can be developed economies, or developing or heterogeneous choice of countries included in the study. Unlike the total spending, spending on sectors like education, health, infrastructure development and research expenses have a positive effect on economic growth from a theoretical standpoint as well as from the empirical perspective. One of the conclusions of this paper is that government spending positively affect economic growth, unlike reportedly mostly in theory. This conclusion is because our country is a transition country where the public sector is very important in the progress of economic reform, private sector development, etc.. Productive expenditures also positively affect economic growth, as predicted in theory.

Besides the fiscal variables, private sector investment—which may have been positively influenced by government spending, particularly on infrastructure, as documented in other studies— appears to have been an important engine of growth in these countries. This result is particularly relevant for policymakers as it implies that, when considered jointly with the bulk of economic expenditures, education and health have a positive impact on growth, both in the short and the medium-term. The composition of public spending evolves as growth dynamics unfold to focus on those productive sectors/activities that are more conducive to growth. In this respect, policy makers should plan and implement jointly social and economic spending, as part of an integrated strategy, and attempt to gradually reduce allocations to unproductive spending—despite the fact that distinguishing a priori between productive and unproductive outlays may not always be easy. Our overall conclusion therefore is that public spending can be a significant determinant of growth, if countries are able to devote a significant fraction of these expenditures to productive uses. Therefore, the government should increase their public expenditure to encourage economic growth. Government should ensure that capital expenditure and recurrent expenditure are properly managed in a manner that it will raise the nation's production capacity. Government should direct its expenditure towards the productive sectors like education as it would reduce the cost of doing business as well as raise the standard living of poor ones in the country.

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Vilay L.N Gangal and Ms.Honey Gupta,Public expenditure and economic growth ,A case study of India ,Global Journal of Management and Business studies ,Volume 3,Number 2(2013),pp 191-196.
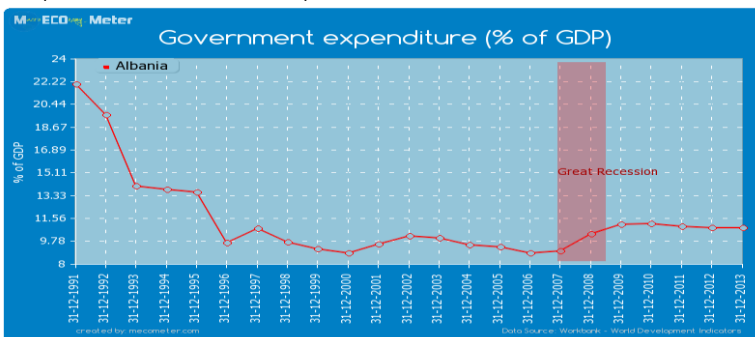
Graphes

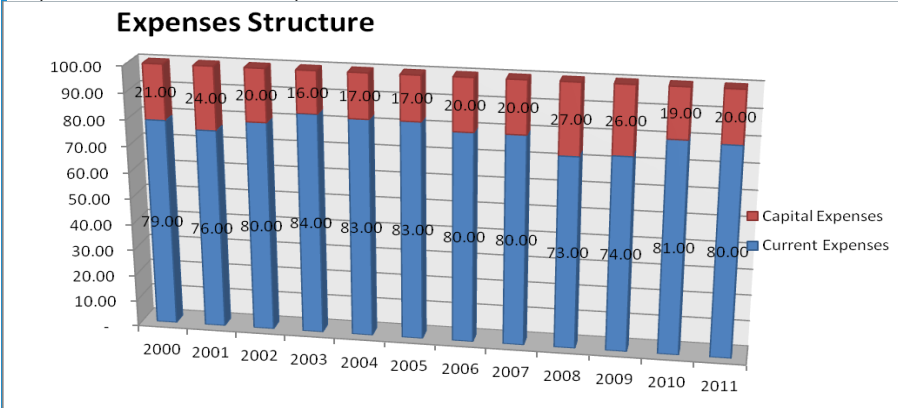Graph 1 :Albania government expenditures from 1991-2012
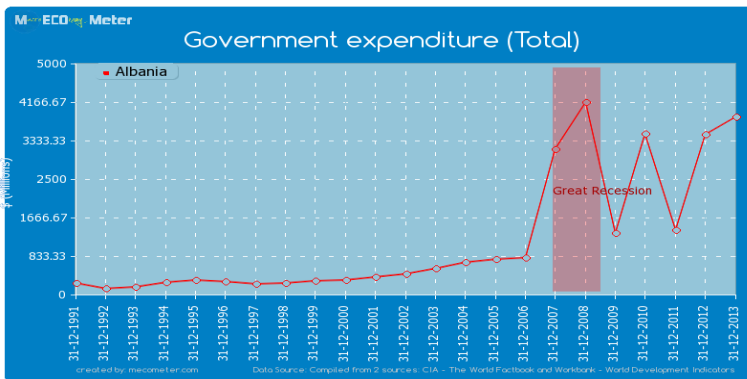
Source :Mecometer

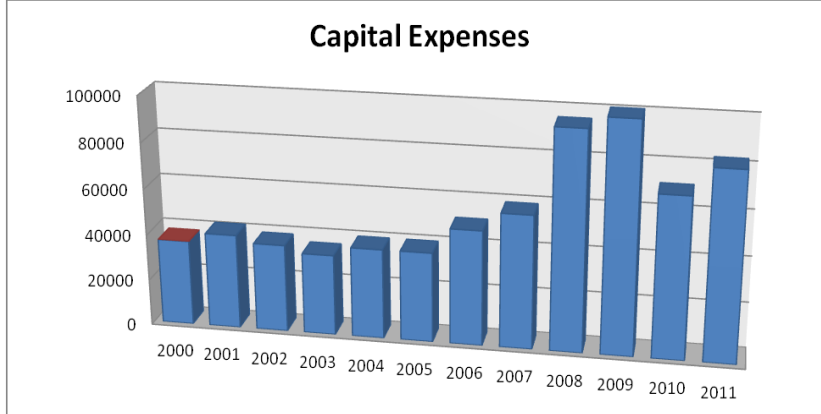Graph 2 :Albania Government expenditures from 1991-2012

Source:Mecometer

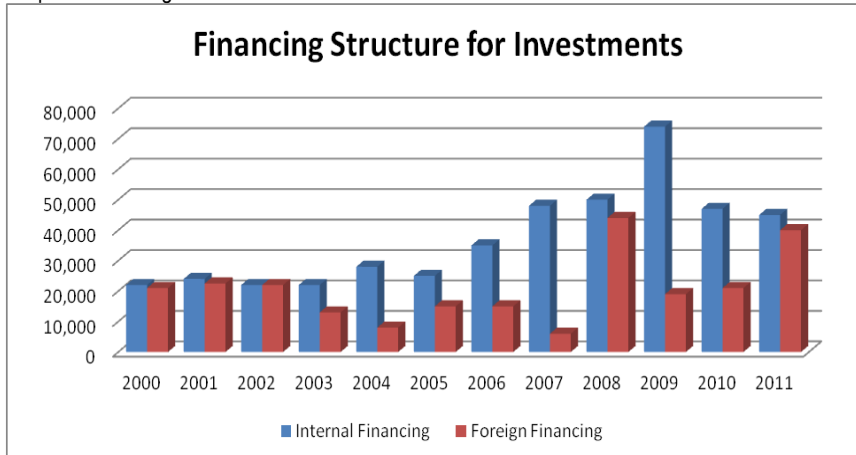Graph 3 :Albania Government expenditures structure from 1991-2012

Source :MInistry of Finance

Graph 4 :Capital expenditures Albania

Source :Ministry of Finance

Graph 5: Financing structure investments in Albania


Source :Ministry of Finance.

Graph 6: Allocation of budget expenditures for 2012 by functions.


Source :Ministry of Finance

As can be seen from graph 7 social protection is 30%; General public services 20%; education 12%; economic issues 12%; Health 10%; housing and community amenities 6%; public order and safety 6%; protection 3%; recreation, culture and religious affairs 1%

Graph 7: Budgetary Expenditures Albania Compared with countries Region
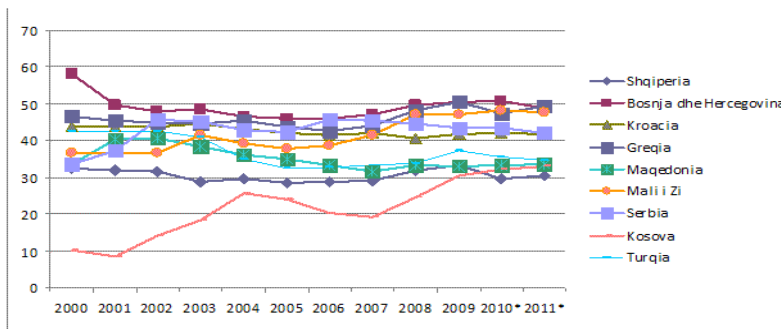
Source:IMF

Graph 8 :Economic growth in Albania
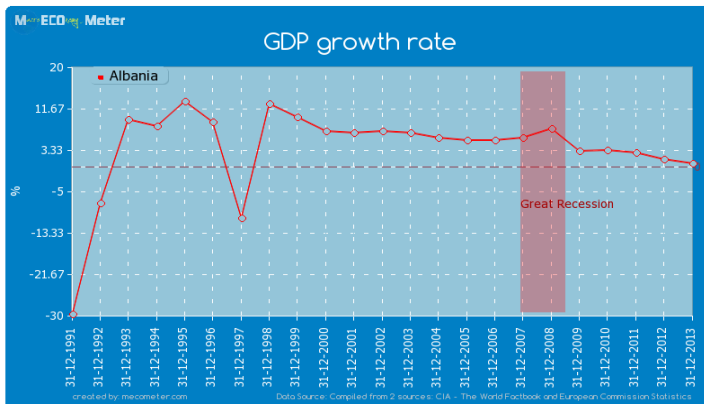
Source:Mecometer.

Education in Multi-religious and Multiethnic Societies

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Abstract

Education is one of the most challenging activities for every country and society in the world. Peace is the most important reason to have sustainable development and progress. Populations composed of multiethnic and multi-religious groups are very fragile and can go to conflicts easily as it might be many more psychological reasons that speeds the velocity of a reaction to happen. A very important aspect of preventing or at least lowering the level of conflicts in these situations is the education concept you applies to these societies. This paper gives the general framework how to have a more effective education in of multiethnic and multi-religious societies.

Keywords: *education, multi-religious and multiethnic societies, educational policy*

Introduction

In the past, the purpose of education was not to promote multi-ethnicity or multiculturalism, but to invent and promote national homogeneity: one land, one religion, one language, and one history. The result was frequently war and conflicts. These occurred in Europe, but also in Asia, Africa, Latin America and the Arab world, throughout the 20th century. We all know of the holocaust and the Second World War, the bi-faced role of education during colonialism, the recent 200,000 human deaths that occurred in Bosnia between 1992 and 1995 and the half million people who died in Rwanda because of an 'ethnically legitimized' war.

In this article, I tried to evaluate the education in general terms in multi-religious and multiethnic societies.
There are three main questions addressed in this paper:
(1) How a country's education policy can help to promote coexistence rather than reinforce divides,
(3) What is the importance of the textbooks, literature and education curriculum, and

(2) What should be the role of teachers to effect on the facilitating the communication between the diversities and citizens.

1. The Education Policy

According to Christine Inglis (1996) there are three models of state responses to diversity *assimilationism, differentialism and multiculturalism*.

The most extreme response by states to ethnic minorities is to exclude them physically, as well as socially, from the state, as occurs with policies of repatriation, ethnic cleansing and apartheid.

The normative underpinning of 'assimilationism' is that the minority individuals should merge or 'disappear' into the majority society. This model has been favored by nation states constructed on the basis of a dominant ethnic group or 'nation', and states based on extensive immigration.

'Differentialism', in contrast, starts from the assumption that social conflict is best avoided by allowing the diverse ethnic minorities to maintain their social and cultural practices while participating in the larger society.

The third model of 'multiculturalism' differs from both the preceding models since it is predicated on the need for state support of ethnic diversity. This may involve allocation of specifically targeted resources and institutional reform reflecting the view that diversity is a legitimate part of society. Going further, the normative model accepts that maintenance of cultural practices and values should not cause the marginalization and exclusion of the minority groups from full participation in the society. This policy response with its ideological view that diversity is an asset and benefit to society has only emerged in recent times and has close links to the existence of activist states with a social-welfare orientation.

2. Textbooks, Literature and Education Curriculum

The third aspect of the education in multi-religious and multiethnic societies considered in this paper is that of textbooks, literature and education curriculum.

It is very important the content of the courses and textbooks used in the schools. There are many examples where the hatred and hostility feelings are affected negatively by the promotion of bad experiences in the past these included in the social sciences such as history literature etc.
The content of curricula should be considered as informative courses that help the student to know and be familiar with the other's religion and ethnicity in an objective way, keeping away the negative experiences of the past and looking forward finding the ways how to live together.

Including the positive information in the textbooks is a good way to be used in a multicultural society education. Another very important thing is that of exclusion the provocative and speculative historical data. Textbooks used in the schools should be prepared by experts of the field which are well trained and informed about all the ethnic and religious groups present in the country and know very good the hot topics that they should be careful. The perception of things in different cultures might be different.

3. The Critical Role of Teacher

It is impossible to have a successful education system without having a good "teacher model". Any consideration of education in multi-religious and multiethnic societies that ignores the centrality of teachers would be inadequate since teachers play the pivotal role in educating for a socially just and plural society.

The preparation of teachers for creating the conditions under which students can learn to work and live together harmoniously and productively is very important.

As Triandis (1975) says when people belong to different cultures or have different subjective cultures, interpersonal interaction is painfully unpleasant; however, when individuals are trained to understand the subjective culture of other groups, there is some evidence of improved inter-group relationships.

According to this viewpoint, the social complexity of schools and classrooms demands that teachers learn how to read, analyze and respond to the social relations that they confront daily. Teachers are considered capable of changing the social relations of the classroom to better meet the goals of a multi-religious or multiethnic society by developing specific skills, knowledge and attitudes in students (Kehoe, 1984).

An approach according to (McGregor, 1993) takes the view that teachers need:
 (a) a philosophy of multicultural education;
 (b) knowledge of cultural pluralism;
 (c) respect for minority students;
 (d) interaction and management skills;
 (e) a non- judgmental orientation;
 (f) ability to respond with empathy; and
 (g) tolerance for ambiguity

Students must be helped to understand and appreciate that cultural differences are irrelevant to the determination of moral worth and fundamental rights, and that the principle of justice, or equal consideration of interests applies to all persons regardless of cultural background. Moreover, they must acquire a considered, defensible view of the nature of justice and know how to reason responsibly about the justice of individual actions towards others as well as the justice of social institutions and practices.

It follows that these goals cannot be realized within public schools unless teachers possess the same capacities. Teaching is fundamentally a moral activity, involving the development of the students' capacities for making defensible judgments about people and how they should be treated.

Teachers are capable of changing the social relations in their classrooms to better meet the goals of a multicultural society. But their efforts would prove more efficacious if increased attention were paid to the systematic development and delivery of educational experiences designed to help teachers acquire the aforementioned knowledge

and dispositions as well as the ability to manage the variables affecting inter-group relations in classrooms.

Conclusion

The education in multi-religious and multiethnic societies is an important process that should be managed very carefully. The proposal of this paper is a kind of a triangle combination between state, academia which prepares the textbooks and curricula and teacher.

The state should make fair distribution of both financial and human resources and give support to special minorities which might have been or felt discriminated.
The textbook and curricula are the second important aspect of education, which should be prepared by responsible, sensitive and good experts from academia who try to promote reconciliation and peace instead of conflict and separation.

The critical role of the teacher is the third condition to achieve a good model of education in a multi-religious or multiethnic society. The selection process considering qualification, meritocracy and social inclusion of the groups is important. The teacher should know all ethnic and religious groups, their values and sensitivities and act according to them.

To conclude I propose the triangle model solution in education for multi-religiuos and multiethnic societies composed of state, academia and the teacher.

a. Good and equal distribution education policy provided by state.
b. Well prepared curricula considering the realities of their society and sensitive to the pain of the conflictual views, prepared by academia.

c. And responsible and well trained teachers with the feeling of democratic values and social justice.

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Albanian immigrant students' viewpoints on their professional career prior to and after the economic crisis in Greece

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Abstract

In the present research (2012-2013) the viewpoints of the Albanian immigrant students attending Greek universities are being investigated. The variables gender and economic and educational capital are taken into account in order to locate the way in which their choices about life plans are formulated. Concentration is placed on the comparison between their choices prior to and after the economic crisis. The way they define their immigrant course, their standpoints about the economic crisis and the question whether their educational plans and professional choices have been modified are of special interest. Additionally focus is placed on their considerations of either staying in the reception country (Greece), or going back to their country of origin (Albania) or having chosen to move to another country. The research questions include broader thematic units of questions about how they experience the economic crisis with reference to all economic, political and social effects. The interesting point of the research outcome is the uncertainty and insecurity experienced by the male and female immigrant students in Greece. Despite the fact that they are better informed compared to the corresponding native population, they seem to be found within a transitional phase by refusing to be adapted to the emerging conditions.

Keywords: economic crisis, Albanian male and female immigrants, personal choices, professional issues

Introduction

The present qualitative research (Creswell, 2012) is concerned with the economic crisis in Greece (Allen, 2013). Its focal point is how immigrant fourth-year University students experience the crisis and how they correlate it to their personal and professional goals. The research focuses on Albanian male and female students in order to profoundly investigate the attitudes and beliefs of the greatest immigrant community whose offspring attends the Greek university. As from 1990 focus has been placed on the Albanian's influx in Greece. They have supported Greek economy through the provision of care services to the Greek family by helping the Elderly or children or by undertaking other roles. Their contribution is also tied to female social mobility as services which were provided by Greek females were given to Albanian immigrant females on payment.

The social capital which was acquired by Albanian female immigrants through the linguistic code and contact with the Greek family was conducive to the adoption of Greek models and values. Thus, education was deemed valuable and Albanian families with a mean or high educational capital were supportive to their offspring education. Besides, through education, new social and cultural roles were defined for them and their children toward their reinforcement of social integration and social status, so that they are accepted by the Greek society. Limited racism, the economic growth of the country and the systematic endeavor of the Albanian immigrant family were conducive to defining, under the same terms, happiness, prosperity and progress of their members in the same way the Greek family did.

New conditions have been generated for the immigrant families by the economic crisis (Dove, 2011; Mitsopoulos & Pelagidis, 2012). From the beginning of their settlement they shaped their life through the ongoing social mobility and the concurrent establishment of civil rights. This way, another model of citizenry was formed in which Albanian immigrants were integrated into an expanded policy of rights. In Greece, being the country of reception, their children felt equal to Greeks and, despite the limited racist phenomena, new conditions were formed towards shrunk social inequality in terms of nationality and social class (Boudon, 1974).

The present research is concentrated on fourth-year university students in order to investigate how they interpret the current conditions, how they could utilize their studies, drawbacks in life, the economic crisis, their professional choices, their readiness to immigrate to another country and which the criteria for their immigration are.

The questions are also concerned with issues about the culture which is currently being formed, the educational structures, the function of labor market, on both national and international levels, and more special issues on immigrant identity and mobility (Morgan, Grusky & Fields, 2011) within a fluid socio-economic environment (Bauman, 2006). In this respect, everything is reversed by discredit and the forms of inequalities (Allession, 2013), which were deemed old-fashioned, become a propos by the extreme right parties through their dynamic activities and their representation in the Parliament.

The present research is considered to spark off further research so that emphasis is placed on the economic crisis effects on the social and cultural levels as they are associated to people's everyday reality, their roles and emotions and their co-existence. Moreover, humanistic values are tested to be either prevailing or cancelled by the concentration on the economic paradigm. In this sense, social contact and citizens' civil security may be disdained by the economic exchange.

Method

Participants

The sample included 45 Albanian male and female immigrant students from different universities across Greece. There were 23 male and 22 female participants. The choice of the Albanian immigrant community, as the focal point of the research, is based on the researcher's previous experience through other researches with the particular community. The peculiarity of the Albanian immigrant community is that they appear in the Greek society as organized families, which makes them differ from other immigrant communities like Bulgarians, Russians or Pakistanis.

Materials

The organization of the sample (Tracy, 2013) was based on information which was gathered from the Albanian students association and the haunts of young Albanian immigrants. The snowball technique was used to organize the sample so that every male or female student introduces other students who are willing to respond, that is to spend a couple of hours on being interviewed and, at the same time, be willing to answer any clarification questions when necessary. Semi-constructed interviews were based on simple questions about an overall estimation of the economic crisis, how they define their future within the new conditions, what their choices are or whether they are affected by their families. Furthermore, the questions referred to whether they have adjusted their plans, being representatives of a juvenile culture, how they perceive themselves and whether they can continue to live in Greece on the grounds that the economic conditions have shaped broader social goals apart from their professional perspectives.

Semi-constructed interviews have the advantage of clarifying issues as the researcher is able to penetrate into concepts and analyze the content of the subjects' discourse with the least possible arbitrariness since the participants are present. This way the researcher is able to clarify concepts, give meaning to situations by confining personal interpretations, scientific standpoints and emotions (Galletta & Cross, 2013). The research was carried out throughout the academic year 2013-2014. The selection of the specific year was not accidental as the real impact of the crisis was pursued following the consequences of the two Memoranda and its extended time span, which commenced in 2008, during which both families and students realized the reversals and the permanency of the crisis.

The interviewees entered the University at the beginning of the economic crisis. Therefore, there was a possibility to comparatively approach the students' choices prior to and during the crisis. In other words, emphasis was placed on the professional scenarios which they had made with their families prior to the crisis and which were tied to their goals and expenditures, namely the investment on education. As regards expenditures it should be mentioned that even though the participants attended state schools they all attended tutorial classes, too.

They attended courses in order to take the exams for the University and foreign languages, as well. The past years, prior to the crisis, the Albanian family was observed to live a prosperous life in the country of reception due to the good economic situation. In this sense, houses were purchased and social mobility was reinforced through the selection of different professional roles, namely professions of a different social status. The latter was associated to different educational choices of young immigrants, namely the increasing expenditures on tutorials and other leisure time activities like music, dance, foreign languages and sports which all form a higher educational capital (Stuart, 2013). As a result, a

new approach on the individual's prosperity and progress is generated along with the immigrants' new course in life in the country of reception, namely Greece.

Discussion

During the research the variety of discourse based on gender was underlined. Female students attending theoretical faculties discussed their viewpoints more analytically as they tried to provide examples and appeared to be satisfied with clarification questions. Their discourse was rather gushing providing the researcher the opportunity to deal with more issues than what was initially planned in the questionnaire.

Students of exact sciences articulated a concise discourse which was simple and lacked emotions. They provided single-word answers to clarification questions trying to connect them to what they had already foretold. Both male and female students showed better results to job - related questions which seemed to be at the top of their interest. Their considerations about their professional development, that is the investment on the educational capital, seem to be their major concern as they do not wish to assume the professional roles of their parents. In other words, they do not want to fail in their immigrant course of life. The participants did not respond or stated that they were not aware of issues of policy and the future of the immigrant community.

Both male and female students express viewpoints which are concentrated on their insecurity about the future which is attributed to the weakness of the Greek state to support immigrants and lower native social strata.

"[…] We contributed to the economic growth of the country. Our parents supported Greek families and now we are forgotten. My father, a construction worker, has been on the dole and is not able to support our family any more. What does the state do about this? […]" (Stella, 7-9-2013).

At the same time they express their fear about the formulated attitude of natives against immigrants which is escalating in big cities and especially in the suburbs where lower native social strata and immigrants reside. This phenomenon has become more intense after the rise of the extreme right party of "Golden Dawn" in different national, municipal and European Parliament elections.

"[…] Even in the University you are afraid of expressing your viewpoint. They look at you in a different way. You are the "other". The immigrant is a threat but for what? I cannot figure that out. We cannot be employed in the public sector due to our lack of citizenship […]. The Greek laws […] About which immigrant policy are they talking about? […] I guess our fellow students also consider the private sector. They possibly regard that we are going to be the cheap labor force of companies the way our parents used to be.[…]" (Eleana, 4-11-2013).

Among other issues, ongoing unemployment is of major concern among native students who regard the small number of immigrant students as a threat to their professional career and social status. They feel that immigrants are the cause of canceling their dreams and pursuits.

"[…] Suddenly we are viewed as enemies. Immigrants as a threat. The Albanian fellow-student is a threat. The one who lives or does not live and who knows what the family has been deprived of to support the student. Immigrants are regarded by native students as a threat. Imagine we are all students in humanitarian faculties […]" (Andrei, 7-12-2013).

Both male and female students refer to the social environment as a structure which puts forward, reinforces and promotes immigrants exclusion. This is well experienced in the universities by immigrants given the grounds that racism is reinforced in the Greek community. Immigrant communities experience a cancellation of their basic civil rights while they are simultaneously being disdained and invisible in terms of welfare provisions.

"[…] No one asks whether we are able to purchase books or we are not given the possibility to stay in student residences […] Everything is only for the Greeks […]" (Nikos, 12-12-2013).

They believe that during an economic crisis period their studies should be reinforced as they are perceived to be limited compared to the demands of the Greek labor market, let alone the international labor market. In this sense, families of a higher educational and social capital invest on additional education by providing their offspring the opportunity to further their knowledge and skills in foreign languages and new technologies depending on the subject of their studies. It is also noteworthy that families of limited educational and economic capital support their offspring's education since they notice that an additional economic capital will make the difference in the labor market.

It is worthy to mention that the sample utilizes public libraries and are aware of the possibilities available to use computers, have free books, discounts in shops etc. In other words, during the economic crisis period they seem to utilize all those structures which are given free in order to accomplish their goals.

"[…] In libraries you only meet Albanians. These places are our haunt where we drink our coffee and have a cigarette. Warm places for winter. How could one study in a frozen house?[…]" (Marilou, 11-11-2013).

The common respond provided by all interviewees to the question how they feel as young people is that they do not feel young. They have grown up untimely and are not able to enjoy the carelessness of juvenile. They feel like a burden to their families and regard themselves as people rapidly moving on a flowing track. The concepts of success and failure prevail in their discourse and they associate their families' immigrant course with their own successful course. Deviation from schedule would be conducive to failure both for them and their families.

"[…] I can not fall in love. How? I have no money to buy a drink to a girl. Neither Greek nor Albanian female students want me. Besides, I may be somewhere else in the future. How could I be involved in this?[…]" (Petro, 4-4-2012).

 Female students focus on the dual racism which they experience both as women and immigrants. As women, they are competitors to their male immigrant fellow-students since the females, having a higher educational, economic and social capital, are seen as a threat in the professional arena. At the same time, as female immigrants with a higher educational, economic and social capital, they are stigmatized by both native male and female students. The superiority of the "other" is annoying, especially when the identity of the immigrant has been defined on the basis of inferiority compared to the natives.

"[…] My marks were unnoticed, but over the past two years I have been stigmatized as a "geeky". Nobody talks to me for various reasons. Hopefully, I receive support from my family and some professors […]" (Mari, 3-5-2014).

"[…] I feel very lucky that I completed my studies as my parents could not support my preparing for the exams now.[…] I might be married. I do not know what would happen. My father has been on the dole[…]" (Eleni, 4-2-2014).

Their choices to combine studies and work abroad are due to their immigrant identity and their familiarization with new technologies and social networks. More specifically, male and female students of exact sciences are better aware of the international economic situation and the way various structures, including those of the labor market, function. Thus, they are comparatively advantageous as they tend more intensely to pursue a job and their integration into any country.

"[…] I am thinking of going to Holland. If things are favorable I may proceed to postgraduate studies. I have already found work and residence in Amsterdam […] Of course, my parents are not indifferent, but what can they do? Shall I be entrapped in Greece? […] Do not listen, work can be found everywhere. You just have to be open. For me every country can be my country. […]" (Giorgos, 7-6-2014).

The political scene has changed in Greece after the rise of the extreme right party of "Golden Dawn" to the third position for the European Parliament elections. Therefore, a new dynamics of extreme right viewpoints has been generated which, in Greece, is concentrated on immigrants through nationalism and populism. Moreover, emphasis is also placed on the protection of lower native social classes, as they are believed to be threatened by immigrants. Extreme right viewpoints are also put forward in the universities under different argumentation. This is rather interesting because, according to the interviewees, the extreme right student party will rise further during student elections in 2014-2015.

"[…] We are told that the Greeks go through hardships whereas we study or receive hospital services for free.[…] They are bothered because we are in the University. They would rather we attend high school for a couple of years and nothing more […]" (Thomas, 7-5-2014).

"[…] I have come to believe that everything that is told against us is rumors spread by "Golden Dawn". It is unexplainable as everybody tells the same things. Even Greek female students avoid us. […] This is what racism means […]" (Evrem, 8-3-2014).

"[…] After the elections for the European Parliament things have gone worse. Even students, non-supporters of "Golden Dawn", are now behaving like them. Hopefully, I am about to complete my studies and get out of here […]" (Anna, 6-6-2014).

Male and female students of humanitarian faculties face particular problems. The escalating disapproval of theoretical studies makes them particularly concerned with their studies. They consider extending their studies by attending a faculty of exact sciences to have easier access to the labor market, in case they can not stop their studies. Native students are also concerned with this matter as they realize the ineffectiveness of their studies due to limited access to the public

sector, the educational sector in particular, after the shrinking or abolishing of schools. Concentration on the economic paradigm and reduction of expenses for education also affects the reduction of expenses for humanitarian studies. This is a major concern for all students of humanitarian faculties.

"[…] Albanian Sociologist is an anecdote. Where can I find a job? Schools are closed. […] No researches are carried out. I think I studied just to say that I studied. We will see…[…]" (Nikos, 7-3-2014).

Their discourse is proof of the uncertainty and insecurity which they experience. Their life plan has alternative scenarios corresponding to different facts and they are continuously readjusted. Considerations and situations are in continuous exchange. They must move on different levels. They feel alone and for one more time they are invited to be the protagonists, like their parents, in the same play; immigration. They will also leave their families as there is not any other choice for survival and success. They are invited to rationalize their dreams. How young can one be in order to make rational dreams?

"[…] I can go everywhere or else I must go everywhere. If I stay in Greece what can I do? When I entered the University I believed that I was someone. Now I am all alone again, a stranger […]" (Phedon, 5-2-2014).

The last questions of the interview referred to immigrant community issues like citizenship, civil rights and how students regard their integration into associations and the collective action of the immigrant community. Most of them stated that they do not know and do not wish to solve their problems through associations. On the contrary, they consider that the association between their profession and social status is their own business. Proper utilization of the situation and reasonable choices is all that must be done. This is a tendency which is expressed by the students of exact sciences and even more by students of exact sciences with a higher educational capital.

"[…] Time is running. Who is going to be involved with associations? For what rights? I will be unemployed in a while. Who is going to pay attention to me? When we talk about these matters I never express my thoughts. No, I would not like to be copied […]" (Marios, 5-6-2014).

Conclusions

The disorganization of welfare policy due to the economic crisis (Dinitto, 2010) is underlined by all participants, implying all structures related to the redistribution of rights for immigrant communities. The Greek society experiences political polarization in which racism is increasing. As a result, competition between lower native social strata and immigrants is continuously being fueled. Ongoing racism among immigrants becomes more evident by the rise of the extreme right party of "Golden Dawn" (Kalerante, 2013a; Kalerante, 2013b; Kalerante, 2013c; Kalerante, 2014b). This is a new phenomenon to the Greek society as the extreme right wing had not been represented in the Parliament before 2009.

Even though the right wing is not as powerful among students as it is in the political arena, there is apparently ongoing racism and competition between native and immigrant students. Before the economic crisis the immigrant student was almost invisible. The situation has changed now and the immigrant student has been visible as the "other" being stigmatized and marginalized respectively.

According to the interviewees' remarks, male and female immigrant students of a high educational capital are more likely to be marginalized, especially those ones who have been integrated into the Greek society. In other words, it is the population whose parents either had a higher educational capital or supported their offspring in obtaining so. Therefore, it seems that immigrant groups, having obtained a high economic and educational capital due to social mobility and change of status, are more likely to be threatened and stigmatized in the Universities during the economic crisis.

Uncertainty and insecurity are interpreted by students as their personal business with which they should deal as their rights are cancelled and they are not included in the current policy. Besides, racism against them seems to be unnoticed. The Greek state is rather enfeebled to manage this situation during an economic crisis period. Its political choices are accepted neither by natives nor by immigrants.

During an economic crisis period all forms of social inequalities are reinforced. According to the participants' remarks, female students pinpoint social inequality in terms of gender. This is experienced in the immigrant community when their role is undermined and downgraded by male students. This is more evident in the exact science faculties. At this point, stereotypes are observed to become a propos in terms of female roles and female areas of professional activities.

At the same time, female immigrant students are faced with racism because of their national identity and gender by native students. They are also observed to avoid contact with native female students in order to formulate attitudes and

behaviors by interpreting or combating social inequality in terms of gender. Previous researches have shown that the Albanian female immigrant has gradually started to vindicate her rights in the labor market. This way, she reversed the model of social inequality in terms of gender. This is due to the social roles which have been assumed through her work in Greek families. As a result, she adopted attitudes and behaviors of different models of relationships between genders and was elevated as a powerful model in the Albanian family. Speaking Greek and being aware of the Greek culture were also crucial to this end.

The economic crisis is interpreted by the participants as the reversal of their professional expectations and personal life plans. It is noteworthy that they have "matured" in much less time, not being able to enjoy their juvenile age, including the fulfillment of their dreams. The content of juvenile culture which is formed during an economic crisis is another issue of consideration. They would be expected to accept any kind of job. Yet, they insist on jobs related to the content of their studies. This choice is characteristic for immigrants both of higher educational and social capital and lower social strata.

Lower immigrant strata also value education by investing on it and their offspring's efforts to enhance their educational capital through formal or informal education towards accumulation of qualifications, further studies and integration into the labor market in an open economic system. Although they are concerned with the economic crisis and cancellation of the welfare policy, they believe that there is an opportunity for Greece to shrink the public sector, in which they can not be employed. Besides, more favorable conditions could be generated for the primary and secondary fields of economy. Foreign investments are expected to create better employment conditions for qualified immigrants.

It is obvious that the economic crisis is conducive to students' introversion and loneliness instead of competition. Individuals are isolated and do not view themselves as members of the collectivity. Despite the fact that they are young, they avoid political juxtaposition, choose to be invisible in the society and organize their personal plans. The scientific community that is involved with issues of civil identity and social movements should be concerned with this issue as there are not perspectives for movement actions. In other words, the system will not be reversed due to the formulated social inequality. On the contrary, individuals are marginalized and are attributed success or failure depending on their personal choices.

Thus, their professional choices are concentrated on reinforced education and they fervently support forms of lifelong education in order to integrate into the labor market in Greece. As regards Albania, exact science students expect that economic recovery and foreign investments would be a reason to settle back there. It is not accidental that this generation of Albanians does not speak Albanian, but they start to study it and search for their roots. It is believed that through the linguistic code they will be able to integrate into the Albanian society since this country is not regarded by them as their homeland but rather another country.

Male and female students of theoretical faculties feel that their studies are "useless" within a prevailing economic paradigm in which humanitarian studies are downgraded and possibilities of occupation in these fields are confined. There is a tendency to combine theoretical and exact science orientations through postgraduate programs in order to keep up with the current labor market demands.

The participants are familiarized with new technologies, social networks and all forms of modern communication. They are also familiarized with mobility to other countries due to their immigrant identity and feel freer than the natives to choose to settle in another country. They are more advantageous in pursuing a job in another country due to their supplementary studies in foreign languages, familiarization with new technologies and immigrant culture (Kalerante, 2014). As Greece undergoes a period of transition, they believe that European countries and the USA, with more favorable immigrant policies, a limited cliental system and open economic models provide more opportunities to young immigrants attending Greek universities.

Their "maturity" is characteristically put forward along with the fast movements, namely wise use of time. In contrast to natives, they do not receive any kind of support as their families face unemployment or are threatened by it. Meanwhile, they experience uncertainty and insecurity, as foreigners, to a larger extent.

The Greek educational system has been a source of opportunities for the immigrants. Attending Primary and Secondary education enabled them to familiarize with the system and after the completion of 12-year attendance to sit the exams to enter the University. They have recognized that their integration into the Greek society is due to this system and its prerequisites for social mobility. They are currently concerned with their choices so that they become successful and not the marginalized failures of the economic crisis. Their mobility in the expanded international labor market is reinforced by their immigrant identity, their attitudes and beliefs. As a result, their life is determined under different terms of planning and readjusted dreams and expectations.

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EU ASYLUM LAW AND CHALLENGES OF ALBANIA ADOPTING THE EU ACQUIS

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Abstract

This paper aims to analyze the challenges of Albanian asylum law adopting the EU acquis. The approximation of Albanian legislation within EU acquis is a continuous challenge in the integration process and particularly the establishment of an asylum system compatible with those of EU countries as well as policies consistent with the Common European Asylum policies. Albania has made progress in creating a functioning asylum system and corresponding legislation compatible with the 1951 Geneva Convention on the Refugee Status and its 1967 New York Protocol on the status of Refugees. Albania signed the 1951 Geneva Convention and its 1967 New York Protocol on the status of Refugees in 1992, and approved the Law on Asylum in 1998. The EU political objectives in The Hague Programme and its implementing Action Plan aims at assisting Eastern European countries to set asylum systems compatible with the Geneva Convention. These objectives were reinforced in the Stabilisation and Association Agreement signed by Albania on 12 June 2006. This agreement stipulates that "cooperation in the filed of asylum on the implementation of national legislation to meet the standards of the 1951 Geneva Convention and the 1967 New York Protocol, thereby to ensure that the principle of non-refoulment is respected as well as other rights of asylum seekers and refugees". However with the 2007 Green Paper on the Future of the European Asylum System and its fundamental principle of "solidarity and burden sharing", it became clearer that EU expects from its aspirants the establishment of asylum systems that would contribute to solidarity and burden sharing. As an EU membership aspiring country, Albania is expected to adopt its asylum system to those of the EU, undertaking at the same time reforms to take up the acquis in this field. On the basis of the "desk research", taking into consideration the main legal documents, this paper will examine what has been done by Albanian authorities and what else is needed.

Key words: Asylum Law, EU acquis, challenge, legal framework

1. Introduction.

The right to asylum is a very old legal notion that has existed since ancient times, according to which a person persecuted in his country because of his political convictions or religious is given protection from a foreign country or help from religious institutions. The right to asylum is rooted in the history of mankind and since the beginning of the modern state to state sovereignty itself. Humanity throughout its history has faced problems of people's mobility due to their persecution from their countries for national, religious, racial, ideological, motifs etc. are forced to leave their countries.

The refugee problem is a global issue with serious consequences on the humanitarian, political and economic conditions and has lead the international community into adopting a series of actions relating to the protection of refugees. The modern concept of refugee protection is a creation of the 20th century. However, only at the end of the First World War the Western world was faced with the plight of people who were forced to leave their countries and seek asylum elsewhere. This long process began with numerous agreements concluded under the auspices of the League of Nations to protect Russian and Armenian refugees and the German refugees.(Hathaway 1984,33 ICLQ 348). These treaties were characterized through their addressing a particular category, people who have been persecuted on the basis of ethnic and national character.(Simpson 1939, p 39). After World War II, Europe was faced with numerous refugee movements from one place to another. So a slow process of drafting the legal framework began, being finalized with the approval of the Geneva Convention on the Status of Refugees, the 1951 New York Protocol of 1957 and the creation of the High Commissioner of the United Nations for Refugees (UNHCR) . Only after the Second World War a more accurate criteria appeared and not less than 5 years a preferred approach of the defining the refugee movement based less on flexibility ,and open categories or groups and more in a clearly more closed legislative system.(G.S. Goodwin Will 1996, 6).

One of the most pressing issues at the end of the Second World War was the need to address the millions of people who were displaced due to the conflict. World Refugee Organization (IRO) arose because of this need and was later replaced by the UNHCR. The Agreement for IRO's creation was the first attempt to define the term refugee and the type of protection that should be given to such people. Refugees were defined as individuals who were persecuted for a certain number of reasons mainly due to race, nationality, political views or religion, and lacked protection from their country of citizenship. This agreement focused on the narrow legal concept of protection against persecution that had its roots in the parallel encoding of the Universal Declaration of Human Rights. The UNHCR Statute, the Geneva Convention of 1951, and the 1967 Declaration on Territorial Asylum became basic documents that ensured the protection of refugees. The implementation of the Geneva Convention and the Protocol of New York was left to the discretion of the states themselves and therefore their application on a national level varied from one country to another. Among other documents that indirectly affected refugee protection we can mention the 1966 International Covenant on Civil and Political Rights, the 1984 Convention against Torture etc. On a regional level as the most important document one can mention the European Convention on Human Rights of 1950. So the outlines of an international system for refugees without reference to specific national applications became very difficult.

According to Article 1 of the Geneva Convention refugees are defined based on four elements: a) have left the country of origin; b) can not or do not want to go back there; c) going back to their country of origin is impossible because of past persecution or a well-founded fear of persecution possible; d) they fear persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Evaluation of such elements is left entirely in the hands of the states and for regulation by their legislation on asylum.

The level of evidence required by the Geneva Convention to support the claim of fear of persecution is left open to the interpretation of the states themselves. Considering the seriousness of the issue (individuals left without protection from their own country and and experincing denial of their basic rights), the burden of proof is reasonably expected to be in favor of the refugees. Moreover it would be unfair to apply standards of proof required in criminal cases because it would be very difficult for someone who has been the object of persecution to present evidence necessary to prove his case is beyond reasonable doubt. Problems increase in those cases when there is no proof, and persecution has not happened but the individual claimsbased on his fears of being prosecuted. The national jurisprudence seems to change with regards to the value that should be given to the subjective fear.(Gibney 1998, 109). UNHCR has clearly emphasized its belief that the fear of persecution must be based on an objective situation that reasonably could add to concerns about persecution in the future. The UNHCR Manual on procedures and criteria for determining refugee status provides in paragraph 42: "In general fear of the applicant should be considered based if he can prove to a reasonable degree that his further stay in place origin has become impossible for the reasons mentioned in the convention or for the same reasons enough for not returning to his country ".(UNHCR "Handbook on procedures and criteria for determining refugee status"). In general, most of the national courts apply the principle that the level of proof required must be examined case by case.

The state has the right to give protection to certain persons who are not its nationals or who are considered stateless persons as a result of its territorial sovereignty, when the conditions required by the state to provide such protection are met. As a general principle it is up to the soverignity of the state to decide under what circumstances a person deserves such protection.(Goodwin Goodwill 1996, Grahl Madsen 1996). Despite the humanitarian principles being emphasized, there is no doubt that granting asylum is closely linked with the state policy at all levels (Clayton 2004,348). Although there are several references to asylum in the preamble to the Geneva Convention of 1951, the way of giving asylum is not addressed further in the text of this Convention or the Protocol of New York, 1967 (UNHCR handbook 1992, para.25).

The Geneva Convention of 1951 contains internationally accepted definitions of who can be called a refugee who called and which are the standards for the treatment of refugees that should be met. The rights of refugees are part of international law. Regardless of the international profile of the refugee law, it should be noted that the right to seek and gain asylum is an institute of law that is shared between the national and international law. Furthermore regional instruments relating to refugees, have played an important role in the protection of refugees. In Europe there are some legal instruments adopted by the Council of Europe that are directly or indirectly connected with asylum such as ECHR, the European Convention for the prevention of torture and inhuman treatment etc.

One of the stages of the implementation of the European law is called transposition or abstract implementation as it refers to the involvement of primary or secondary EU legislation into national law of the Member States. Other phases dealing with the application and the entry into force reflect the actual implementation of the national legislation harmonized with the EU acquis through administrative and judicial authorities. To materialize such a case and to see the implementation of European legislation onto the national asylum, the case of Albania has been taken into consideration. Also worth noting is the fact that a correct transposition of EU law into the Albanian legislation is a condition for the full membership of Albania into the EU. Albania is a country that is known as the country of origin, transit and hosting country for asylum seekers.

This study combines two levels of analysis on asylum legislation: The European Union law and the Albanian internal law as confronted with the international law. The study is mainly based on (desk research) examining the political and legal documents (EU legislation on asylum,Albania's legislation on asylum Albanian, policy documents of the EU and the UNHCR documents). The method adopted to conduct this study is a review of legal texts related to this field, using a comparative approach when necessary.

2.   EU legislation in the field of asylum. The road towards a common European asylum system.

A bilateral and multilateral copperation has developed on EU level within the context of cooperation between EU member states in the field of asylum. In the sections to follow will be provided a brief overview of the development of asylum law through treaties. The European treaties, beginning with the Treaty establishing the European Community followed by the treaties that changed it as Maastricht, Amsterdam, Nice and Lisbon are being summoned for matters concerning asylum. The European asylum legislation contemplated in section 63 (1) and (2) of the Treaty on the Establishment of the European Community as amended by subsequent treaties is analyzed to see if it is consistent with the objectives of the Tampere Presidency conclusions. All initiatives and policies undertaken by the EU countries have developed a legal framework arising within the international context and especially in ensuring meeting the standards of the Geneva Convention of 1951 and Protocol of 1967 to ensure the rights of asylum seekers and refugees.

Under Title IV of the ECT, in particular Article 63 (1) and (2) the duty of the Council was to adopt the measures before 1 May 2004 on:

- *criteria and mechanisms for determining the Member State's asylum applications submitted by nationals of third countries in one of the Member States (Article 63 (1) (a);*

- *minimum standards of hosting and reception of asylum seekers in Member States 63 (1) (b);*

- *minimum standards regarding the qualification of third country nationals as refugees 63 (1) (c);*

- *minimum standard procedures in Member States for granting and withdrawing refugee status 63 (1) (d);*

- *minimum standards for giving temporary protection to persons displaced from third countries who can not return to their country of origin and persons in need of international protection 63 (2) (a);*

- *promoting a balance in between the efforts of Member States to deal with the consequences of hosting refugees and displaced persons 63 (2) (b).*

The Maastricht Treaty introduced in Section K1(Treaty on European Union 1992), asylum and immigration policies among other policies as a matter of common interest to EU member states. Although these were mainly part of the intergovernmental third pillar, the fact that these policies were seen as issues of common interest, made them the vanguard of supranational cooperation between Member States with expectations resulting in a common European asylum system provided later by treaty of Amsterdam.

The Amsterdam Treaty introduced a new concept in the area of freedom, security and justice, communitization. On the basis of this concept started a new and very important task for the EU institutions, namely that of adopting for the first time a complete set of common European legislation in the field of asylum. The Treaty of Amsterdam (1997) brought

forth many important innovations in the development of legislation and common European policy on asylum meaning communitisation of freedom, security and justice. The action plan of the Council and the Commission to better implement the provisions of the Treaty of Amsterdam in the area of freedom, security and justice called the Vienna (1998) action plan, set detailed short term (2 years) joint and long-term needs deal (5 years) priorities and measures. The Action Plan paved the way for the Tampere European Council in 1999.

The Treaty of Nice (2001) did not represent substantial changes in the field of asylum. However the the decisions taken changed provisions in Article 67, the European Community Treaty, presenting the concept of qualified majority voting.

The Treaty of Lisbon (2007) introduced fundamental changes in the field of asylum. But the most important element was the fact that with the entry into force of the Lisbon Treaty, the Charter of Fundamental Rights of the EU promulgated on December 7, 2000 became an integral part of the European legislation. According to Article 6 (1) of the EU Treaty "The Union recognizes the rights, freedoms and principles set out in the Charter of Fundamental Rights of the EU, which will have the same legal force as the treaties". This charter goes a step further by guaranteeing the right to asylum in Article 18 of it and by stating "The right to asylum is guaranteed".

The Presidency Conclusions of the Tampere European Council adopted in Tampere on 15-16 October 1999 constitute a milestone in the development of a common European asylum.(Tampere Presidency Conclusions 1999). They not only reaffirmed the legislative work program defined by the Treaty of Amsterdam but also announced a program for the EU policy on asylum and immigration. The Tampere Presidency Conclusions constitute a positive starting point towards achieving a fair refugee protection in the EU. For this reason they were selected as a gauge to assess whether legislation and asylum policies were walking with the spirit of Tampere. According to the conclusions of the Tampere Presidency "a common European asylum system will include in the short term a clear and functional determination of the state being held responsible for examining the asylum applications, ensure that the applied common standards for asylum far and efficient asylum procedures are applicable, ensure the provision of minimal conditions common for the reception of asylum seekers, and the approximation of rules regarding the recognition of the refugee status ".(Ibid par.14).

The Tampere European Council was established to develop the Union as an area of freedom, security and justice making full use of the opportunities offered by the Treaty of Amsterdam. The Tampere European Council also announced its intention to establish and maintain this objective at the top of the political agenda of the European Union.(Tampere preamble). The European Council agreed to work towards the creation of a Common European asylum system based on the full and inclusive application of the 1951 Convention and the New York Protocol of 1967 to ensure that no one who is subject to persecution be refused(the principle of non-refoulment).(Ibid par 13).

 During the implementation of the Amsterdam Treaty, the free movement of persons across the union must be provided. This right must be enjoyed in conditions of security and justice accessible to all.(Ibid par 2). Freedom, however, should not be viewed as an attribute enjoyable only by the citizens of the Union. Tampere conclusions furthermore state that

It would be contrary to the European tradition to deny freedom of acces to those people who have been reasonably forced by the circumstances to seek entry into our territory".(ibid par. 3) This therefore requires the Union to develop common policies on asylum and immigration given the necessity for a continuous control of external borders to stop illegal immigration and fight organizers and perpetrators of acts related to the persecution. These common policies must be based on principles that are clear to the citizens of the EU and also bring in guarantee for those who seek protection or entry into the European Union.

Paragraph 13 can be considered as one of the most essential paragraphs of the document of Tampere Conclusions in terms of creating a common European asylum. The European Council reaffirms the importance of full respect of the right to seek asylum and provides that the common European system of asylum should be based on "full and inclusive application of the Geneva Convention and ensure that no one be returned to the persecution in his place by applying the principle of non-refoulment"(ibid par.13). For this purpose the UNHCR as a guarantee of the Geneva Convention on Refugees plays a very important rolein terms of acting as an advisory body.

Paragraph 15 of the document provides that in the long term, Community rules "should lead to a common asylum procedure and a uniform status for those persons who have been granted valid asylum throughout the Union"(par.15). In paragraph 16 of the conclusions of the Tampere European Council it is acknowledged the need for setting up an instrument of temporary protection in the event of a mass influx of refugees and displaced persons. Temporary protection and subsidiary protection are separate procedures which should be evaluated as they address different situations and require different regimes.The European Council urged a prompt finalization of the system for identifying asylum seekers (Tampere par.17)

Regarding the management of the migratory movements, the European Council stressed the importance of effective control over the external borders of the Union next to the provision of trainings for the specialists and to the call for a closer cooperation and provision of mutual technical assistance in between the border control services of the member states.(Tampere 22-27). Taking into account the strong commitment to asylum set out in paragraphs 3.4 and 13 of the Tampere Conclusions, it may be presumed that the management of migratory movements should include instruments that allow access to international protection, measures vis-a-vis undertaken on the external borders of the EU, which in turn may violate the right to seek asylum. This may mean a review of visa and other immigration controls. In this context it is also associated with the Balkan countries fear being asked for visa renewal in case of an increasing the number of asylum applications from these countries. Moreover, the European Council has been asking for assistance and support from the countries of origin and transit. Such assistance can be developed in order to promote voluntary returns and also to assist the authorities of those countries into strengthening their ability to effectively fight human trafficking and to face their obligations for re-admission of the refugees into the EU and the member states(ibid par.26).

The Amsterdam Treaty gives the Community the power in the field of re-admissions, giving the European Community competence to negotiate on a common immigration and asylum policy. In the tampere Presidency Conclusions the European Council invited the Council to conclude such agreements or to include standard clauses in the agreement between the European Community and third countries or the third country group.(ibid par. 27) Albania was the first European country to sign a readmission agreement with the European Community, paving the way for similar agreements with other countries of the Western Balkans.(Ikonomi 2010). The readmission agreements are very important for the return of persons who do not legally pertain to the territory of the Member States. A careful distinction should be made in between illegal immigrants and asylum-seekers.

To summarize, the conclusions of the Tampere Presidency gave a political boost to the EU policies in the areas of asylum and immigration and for the first time created the concept of a common European system of asylum. These conclusions were fully contributive to the promotion of the right to seek asylum, asserting this right and calling for a full application of the Geneva Convention on Refugees of 1951. The Tampere Presidency conclusions affirmed that asylum is an absolute human right while migration is seen as conditioned by the socio-economic, demographic, and judicial factors and dependent upon police cooperation. On the other hand the conclusions did not make it clear how to balance the guaranteeing instruments to provide protection for those who need additional measures to limit illegal immigration. So there is a risk that entry into the territory of the Member States of the EU and asylum procedures will be undermined if too strict checks are applying without being offered the necessary guarantees to respond to persons seeking protection.

3. SAA and the Albanian state commitments in the field of asylum

3.1 Historical development of the Albanian legislation on asylum.

During the communist period, our country never refused to sign the Geneva Convention for the protection of refugees and therefore did not develop any special legislation in this field. With the establishment of democracy in 1991 began Albania's path towards membership in international institutions and organizations. Albania signed the Geneva Convention in December 1991. Albania's relations with the European Economic Community was established in June 1991 after the collapse of the Communist regime and thje establishment of the democracy. The legal framework in the area of asylum law No. 8432 was completed, dated 14.12.1998, as amended by Law nr.10060, dated 26.01.2009. After a period of

disruption in these relationships, in 1999 Albania became part of the Stabilisation and Association Process and benefited from the CARDS program. From this moment on, Albania together with the help of the EU is trying to achieve and complete all the conditions required for membership in the European family. "Following the Zagreb Summit, on 28 March 2001 in Sarajevo was declared a joint statement by the EU, Albania, Bosnia-Herzegovina, Croatia, Macedonia and FRY for regional cooperation in the field of asylum and immigration."(Milo 2002).

The milestone in the relationship is the signing of the SAA on 12 June 2006. On 6 September that same year the European Parliament voted in favor of the ratification of the SAA resolution which was ratified by all member states of the EU. SAA entered into force on 1 April 2009 and on 28 April Albania submitted its application for EU membership.(http://ec.europa.eu/enlargement/countries/detailed-country-information/albania/index_en.htm.). In the Commission's opinion on Albania's application for membership in the European Union, it was said that Albania has made progress in meeting the criteria dealing with the stability of institutions to guarantee democracy, the rule of law, human rights and respect for and protection of minorities as defined by the European Council in Copenhagen in 1993, as well as the conditions set by the Stabilisation and Association Process. However, considerable progress is needed in intensifying these efforts, and especially in meeting the 12 priorities set forth in the public before the accession negotiations were formally opened.(Coomunication from the Commision to the European Parliament 2010).On October 10, 2012 the Commission recommended that Albania be granted the status of candidate country but under the condition of completing the remaining reforms especially in the field of the judiciary, public administration and in terms of the review of the parliamentary procedural rules. This is the second report on the progress made by Albania after the release of the opinion on Albania's application for EU membership by the Commission in November 2010.(Communication from the Commission 2012). Part of the reforms that Albania should take , have to do with the negotiations on sensitive areas such as Justice, Freedom and Security including the areas of asylum.

3.2 Rules regarding asylum in Albanian legislation.

In the early 90s it was very difficult to perceived the idea that there can be foreign nationals seeking asylum in Albania. The right to asylum has been recognized for the first time by the new constitution that came into force in 1998, in Article 40 of which it was announced "Foreigners are guaranteed by law the right to housing in the Republic of Albania "(art.40). The latter legal framework in the area of asylum law dated 14.12.1998 No. 8432 was completed, as amended by Law nr.10060, dated 26.01.2009. Decision of the Council of Ministers nr.380, dated 06.06.2012 "On approval of the expanded national profile on migration, of 2010, and the 'Albanian legislation on migration," approved "by Law no. 10 060, dated 26.1.2009 "On Amendments and Additions to the Law no. 8432, dated 14.12.1998" On Asylum in the Republic of Albania", are the legal instruments regulating the border requests for asylum and the in depth asylum procedures, the cooperation between these structures, and the rights and obligations of asylum seekers etc ".

The asylum law has met all the criteria set forth by the Geneva Convention of 1951 on the determination of refugee status and its protection. In Section 1 is given the purpose of the law as stated "The law of the Republic of Albania recognizes the right to asylum or subsidiary protection to all foreigners in need of international protection, be them refugees or other persons seeking asylum in accordance with the provisions of this law and the international conventions to which Albania is a signatory member "(Geneva Convention 1951,section 1). In article 1, section 3 the law also gives the definition of a refugee in accordance with the requirements of section 1 (a) of the Geneva Convention. In Article 1, Section 9, the law provides for a temporary protection. In Article 7, paragraph 2 the law reflects the non refoulement principle of the Geneva Convention of 1951. In it is articulated that " the asylum seeker whose application for asylum has been refused by the Office for Refugees, is not in turn expelled from Albania, before signing a document allowing them to exercise their rights and procedural guarantees provided for in this Law "(Geneva Convention, art.1 sect.9). Article 12, paragraph 2 recognizes the right of refugees to be granted asylum along with a residence permit and a special work permit. Also in Article 15, paragraph 2, letter b, " the asylum seekers are guaranteed the right to housing, food, financial assistance for closely personal needs, are offered shelter in the state reception center for asylum seekers"(art.15).

In the Law of 2009, amended section 17 of the previous law, calls for Refugees Office in the Directorate for Citizenship and Refugees as the sole authority for the issuance, removal and exclusion of the right of asylum (Article 17/2). The Department for Citizenship and Refugees in the Ministry of Interior consists of the director, deputy director and at least

three specialists who are responsible for recording applications, running hearings and gathering other data required to complete the documentation for each application for asylum. The change that the new law has enabled is to abolish the institution of the National Commission for Refugees (Article 19) as the only authority competent to decide on appeals against the decisions of the Department of Citizenship and Refugees. However it remains unclear by law whish is the body that will be replacing it. In Article 27, paragraph 5 it is provided "If the asylum application is denied, the Department of Citizenship and Refugees informs the asylum seeker through a written decision adressed to the individual himslef, announcing the individual the body they can appeal to, the time frames for the complaint and the period within which they may benefit from this right"(Law 2009 art.27).

With the repeal of the National Institution for Refugees it was presumed that an appeal against the decision of the Directorate for Citizenship and Refugees can be done only through the judicial system. This results from the interpretation of Article 17/2 under which the Directorate for Citizenship and Refugees is the sole administrative authority for the issuance, removal and exclusion of the right of asylum. The Director takes its decisions in a collegial manner and by a simple majority within 30 days of the hearing and gives both to the asylum seekers and UNHCR a copy of the decision, no later than 5 days from the decision being taken (Article 27/4). In general, the law on asylum is considered as a law that meets international criteria. The law also contains elements quite advanced as article 20/3 stipulating that the Department for Citizenship, Refugees and Asylum Seekers facilitates and enables contact with a legal representative, and a specialist in refugee issues, for free. An important element of the new law in terms of approximation of national legislation with the EU acquis in the field of asylum, is Article 28/1 "denial of asylum, as a result of coming from a safe third country".(Law 2009, art.28.1).

The National Centre for Asylum Seekers was opened for the first time in July 2003. The Reception Centre for asylum seekers is fully operational since May 2010. The asylum system has enough human resources and capacities to cope with the current legal issues. According to the European Commission in its opinion on Albania in 2010 there were 69 refugees and 29 asylum applications (Communication from the Commission 2010). An important moment was the 2006 agreement between Albania and the EU re-admission not only of Albanian citizens but also of third country nationals who have been denied asylum or refugee status in EU countries and has been proven of enetering EU countries from Albania..

3.3   The approximation of legislation with the EU in the field of asylum seeking.

In the progress report of 2007 of the European Commission its was stated that Albania has been making limited progress on asylum issues. The progress report states that the legislative framework on asylum adheres to the international standards but there is not a single coherent strategy for asylum. It also notes that staff changes as a result of restructuring of the Nationality Directorate for Refugees continued to decrease the handling capacity and delayed decision making.

An important development which has urged the Albanian authorities to act quickly in the field of asylum seeking was the beginning of the process of visa liberalization, when in May 2008 the EU Commission gave the Albanian government the roadmap on the process of visa liberalization. The document contains four chapters: document security, public order and security, illegal migration and issues related to the field of foreign relations and human rights.(www.esiweb.org.pdf). This process precisely conditioned the visa liberalization process by the adoption of appropriate legislation to asylum in accordance with the EU acquis and the Geneva Convention of 1951 and the Protocol of New York.

The review of the Law on Asylum in 2009 to include European and international standards is a very important moment in the approximation of the Albanian legislation on asylum with the EU acquis. This was reflected in the progress report of the European Commission of 2009 stating "Good progress can be reported on asylum issues. However, the process of the implementation of a range of measures should be adopted to complete the legal framework, the inter alia regarding the access of asylum seekers in health care, family reunification procedures, social protection, education and housing."(CEC 2009). During 2008, 12 people applied for asylum, of whom eight received refugee status. In August 2009, there were 99 refugees in Albania. The condition of the premises of the National Reception Center for Asylum-

seekers in Babrru have improved and are in good condition. In general, the country continues to partially meet the objectives in the field of asylum. The new Law on Asylum has not been fully implemented. The issue of the integration of families or persons enjoying international protection status remains to be solved.

An important moment for Albania was the adoption on November 8, 2010, by the interior ministers of the EU member states in the Council of Justice and Home Affairs of the decision to remove the visa regime with Albania, the regime that came into force on 15 December 2010. Reaching such a decision meant a lot of work to the Albanian authorities particularly in aligning its legislation with the EU acquis and in implementing the recommendations made by the EU institutions. This is best expressed in the analytical report of the European Commission to Albania's application of 2010 which states

In the field of asylum, Albania is setting up its institutional and legal framework. The Asylum Law was passed in 2009, and is generally in line with EU standards. It is necessary to ensure harmonization between the Law on Asylum, the Integration Law and the Law on Foreigners. Basic procedural guarantees in the appeal process should be regulated in the Law on Asylum. Albania needs to continue efforts leading to shorter proceeded appeal times for decisions of the Department of Citizenship and Refugees. The training of the staff of the directorate and of the judges who hear appeals for asylum must continue (Analytical report of the European Commission 2010)

The Reception Centre for Asylum Seekers is fully operational since May 2010. The asylum system has human resources and capacities to cope with the low number of existing issues. In February 2010, 69 refugees and 29 asylum seekers were accepted. However, in case of a higher influx of asylum seekers, the Department of Citizenship and Refugees will need additional and more specialized personnel. Albania is more of a potential transit country for refugees on their way to the EU. Asylum seekers are mostly persons from Kosovo. Devices for processing refugee identification documents must be provided in order to guarantee effective access of the refugees to the rights foreseen in the Albanian legislation, and it is necessary to further improve their integration. Legislation should exclude asylum seekers and refugees from the obligation to provide official documents issued in their country of origin. Legislation should stipulate an age limit for taking the fingerprints of asylum seekers and immigrants. It is necessary that the collected asyluum statistics be more complete.(Analytical report to the EC, 2010).

During the last 3 years Albania has made further progress in this field. This is expressed most clearly in the progress report of the European Commission to Albania in 2011.

There have been some advances in the field of asylum. By September 2011, 78 refugees and 30 asylum seekers were accepted. There is a functioning legal and institutional framework. However, legislation is not fully in line with the acquis, and the review of the current legislation has not been completed. IDs are not being issued now for refugees or for persons who have extra protection. Preparations in this area should be accelerated." (Commission of the European Communities Progress Report 2012).

At the end of 2011, there were concerns about the fake certificates issued by a civil society organization, which enables application for asylum in several Member States of the EU. Also in this progress report it is stated that:

There has been significant progress in the field of asylum. The institutional and legal framework has been partially created. However, preparations in this area should be increased. Until August 2012, Albania granted asylum to 81 individuals, with 20 other requests pending. Refugees and persons with subsidiary protection have not yet been equipped with identification documents.The authorities should ensure streamlining a review process prior to receipt of the asylum seekers in the border, considering new trends and possible migration and growth potential of the illegal transit of third country nationals. Preparations are moderately advanced. Following an increase in the unbased asylum claims by nationals of Albania, the Albanian authorities started reacting swiftly and collaborating with Member States. Efforts should

be continued in ensuring public awareness about the rights and obligations arising from the liberalization of the visa and in preventing abuses."(Commission of the European Communities Progress Report 2012).

While the Progress Report 2013 highlights the authorities' efforts to adapt legislation on asylum, this report highlights that:

A new Law on asylum has been prepared. By May 2013, Albania has granted asylum to 89 individuals, with 150 applications pending. No ID documents have yet been issued to refugees and persons who have been granted complementary protection"(Commission of the European Communities. Progress report, 2013) The Report suggests that:"The prescreening process at the border needs to be strengthened in view of the growing migratory pressures and effective international protection should be provided to asylum seekers. Preparations are moderately advanced.(ibid page 47).

4.   Conclusions

The conclusions of the paper explain the fact that Albania has not been progressing with the same dynamics as the asylum seeking issue during these 23 years. Until 1997 there was no reform in the field of asylum seeking and there have been no cases of asylum requests documented during these years in Albania. The adoption of the Constitution in 1998 was accompanied by the adoption of the law on asylum which welcomed progress in drafting the legislation. In general terms we can say that the greatest progress in the field of asylum rights has been made when EU asylum reforms got linked to the removal of the visa system and it served as a tremendous incentive for the authorities to continue reforms in this field. So we can say that Albania has made significant progress in the field of asylum rights and this contributes to a large extent on the implementation of the reform on visa removal.

On the other hand more work needs to be done from all institutions, multilateral organizations and civil society for raising awareness regarding the none of the countries of the EU is accepting the asylum applications of the Albanian citizens. Training of the employees of the Department of Citizenship and Refugees and of the judges dealing with asylum appeal decisions, should be continued. On the other hand, it is recommended that the implementation of the recommendations of the European Commission in the field of asylum is based on the collection of more complete statistical data. Another recommendation is to complete the legislation by specifying the age limit for taking fingerprints. Awarness rasing campaigns are need to be organised by the state and non-governmental organizations to increase awareness of individuals regarding the fact that the asylum applications by Albanian citizens will not be accepted in any EU country. Also more work needs to be done in improving reception conditions at the National Asylum institution. Finally, the authorities and the Albanian society must try their best to ensure full integration into society of those who have gained refugee status. So in conclusion it can be said that the national legislation on asylum is aligned to a large extent with the EU acquis.

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Effectiveness of Critical Thinking Instruction

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Abstract

*Critical thinking changes with context, there's no one definition — there are several that complement one another. Critical thinking doesn't mean simply criticism. It means not accepting information at face value. It helps individuals improve the quality of their lives and makes them more rational. Critical thinking makes it necessary to develop very specific ways to measure progress and results. Thinking is part of the human nature, based on the individual's experience. Excellence in thinking, however, could be achieved with hard work. Critical thinking involves continuous attempts to explore knowledge on the basis of evidence that supports it. It is **the process of searching, obtaining and evaluating information to develop one's thinking, and the ability to use this information by adding creativity.** These **abilities** are essential for making sound judgments. Critical thinking is a way of going about living and learning that empowers us and our students in quite practical ways. When taken seriously, it can transform every dimension of school life: how we formulate and promulgate rules; how we relate to our students; how we encourage them to relate to each other; how we cultivate their reading, writing, speaking, and listening. The common denominators of critical thinking are the most important by-products of the history of critical thinking. Critical thinking requires the systematic monitoring of thought; that thinking, to be critical, must not be accepted at face value but must be analyzed and assessed for its clarity, accuracy and relevance. Critical thinking, by its very nature, requires that all reasoning proceeds from some goals and objectives; that all data when used in reasoning must be interpreted.*

Key words: motivation, reasoning, subject matter, higher order thinking, cognitive, assessment, assumption, uncritical, self-guided

Definition of critical thinking

Critical thinking has been carved out in intellectual debate and dispute through 2400 years of intellectual history. That history allows us to distinguish two contradictory intellectual tendencies: a tendency on the part of the large majority to uncritically accept whatever was believed as more or less eternal truth, and a conflicting tendency on the part of a small minority — those who thought critically — to systematically question what was commonly accepted, and seek, as a result, to establish sounder, more reflective criteria and standards for judging what it does and does not make sense to accept as true.

Critical thinking describes the process of analyzing and evaluating information using certain cognitive skills to reach a specific goal or achieve a specific result. Definitions of critical thinking vary, but all of them involve words such as reasoning, reflection, judgment and evaluation. Based on a study conducted in 1995, Jones, Dougherty[1], describe critical thinking as "reasoning in an open-ended manner and with an unlimited number of solutions". Another definition explains critical thinking as the process of evaluation in terms of some previously accepted standards," that involve attitude plus knowledge of facts plus some thinking skills."

The term critical thinking emerged in the mid 20th century. According to B. K. Beyer[2], critical thinking is a mode of thinking about any subject or problem in which one uses criteria to judge the quality of the subject and assess its validity. He defines critical thinking as a way to think about one's thinking with the aim to identify its strengths and weaknesses and eventually improve its quality. According to C. Wade[3], critical thinking is based on asking questions, defining a problem, examining evidence and analyzing assumptions.

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[1] 1995, Jones, Dougherty Journal of Geography in Higher Education,Vol. 23, No. 3, 1999, pp. 349-357
[2] B. K. Beyer Critical thinking (1995)
[3] C. Wade (volume 22 of the journal Teaching of Psychology from 1995)
[4] Edward Glaser; An experiment in the development of critical thinking, Columbia University, 1951

Edward Glaser[1] defines critical thinking as the "ability to think critically," an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences.

Linda Elder[2] assumes that critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally and reasonably. They are aware of the flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric tendencies. People use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking. Elder argues that people work diligently to develop the intellectual virtues of intellectual integrity, intellectual civility, intellectual sense of justice and confidence in reason.

People realize that no matter how skilled they are as thinkers, they can always improve their reasoning abilities and they will always at times fall prey to mistakes in reasoning, human irrationality, prejudices, distortions, social rules and taboos, and self-interest. People strive to improve in whatever ways they can and contribute to a more rational, civilized society. They strive not to think simplistically about complicated issues and always consider the rights and needs of others. They recognize the complexities as thinkers, and commit themselves to life-long practice toward self-improvement.

Critical thinking is that mode of thinking in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Halpern[3] argues that critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. Critical thinking entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and socio-centrism.

One difficulty in discussing critical thinking stems from the lack of a common definition. In part, this difficulty is the result of a multitude of terms describing this cognitive activity. The process is variously referred to as reasoning, higher order thinking, intelligent behaviour, creative thinking, and thinking, each with its own meaning.

Glasman[4] outlines four areas of activity:

•   the ability to identify and formulate problems as well as the ability to propose and evaluate ways to solve them;

•   the ability to recognize and use inductive and deductive reasoning;

•   the ability to draw reasonable conclusions from information found in various sources (written, spoken, tables, graphs), and to defend one's conclusions rationally;

•   the ability to distinguish between fact and opinion

Another group defines higher order thinking as "a sustained effort directed at solving a complex problem, that requires a student to integrate different sources of information, consider alternative perspectives and make critical judgments, ". Keating[5] describes the four components of creative thinking: (1) content knowledge -- familiarity with an accumulated base of knowledge and experience; (2) divergent thinking--the ability to generate new ideas from the knowledge base; (3) critical analysis-- the ability to consider alternatives; and (4) communication skills-- the ability to develop a product to be evaluated in a social content, outside the individual.

Doyle[6] defines higher order processing skills, those requiring critical thinking, as the cognitive processes of comprehension, interpretation; flexible application of knowledge and skills, and assembly of information and resources. These higher order thinking processes produce new knowledge or knowledge in new forms; lower order processes reproduce knowledge from memory or through the application of routine.

Despite the disagreement over definition, and its resulting instruction, critical thinking is widely accepted as an important academic outcome for schools. Much of our thinking is biased, distorted, partial, or prejudiced. Yet, the quality of our life

[2] Linda Elder, Critical Thinking: Tools for Taking Charge of Your Learning and Your Life, 2011
[6] Halpern, Thought and knowledge/An introduction to critical thinking, 2003
[7] Glasman (1984). Preface. Review of Educational Research, 54, 461-471.

[5] Keating (1980, pp. 57-58) Four faces of creativity: Gifted Child Quarterly
[6] Doyle (1984) Effective classroom practices for secondary schools. Austin: The University of Texas .

and that of what we produce, or make depends on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

Teaching critical thinking skills

How do teachers develop students' ability to reason? How do they transform their conceptions of subject matter into instructional processes--presenting information, designing work tasks for students, and maintaining student involvement in these tasks?

The difficult work of teaching well is an issue that continues to challenge those who are thoughtful about their work. "It will always be difficult," Barzun[1] wrote, "to teach well, to learn accurately; to read, write, and count readily and competently; to acquire a sense of history and develop a taste for literature and the arts--in short, to instruct and start one's education or another's"

An understanding of how critical thinking can be taught requires an understanding of the cognitive work of individual teachers.

Teaching critical thinking calls to the forefront an understanding of teacher knowledge as well as performance. It involves teaching students to use higher order thinking processes that require the manipulation of information rather than the reproduction of knowledge.

Teaching critical thinking is, therefore, based upon a teacher's broad and deep understanding of subject matter and a representation of that understanding in multiple forms as work activities for students. Thus, critical thinking is context-bound. Its effective strategies vary by subject matter, by an individual teacher's conception of that subject matter, by the way that conception is represented in work tasks for students, by a teacher's ability to engage and sustain student attention in those tasks and by combining information about academic work that students and teachers are trying to accomplish.

In order to improve academic instruction effectively, efforts must be made upon an understanding of how teachers think about content and how they make that understanding explicit for students. (Calfee; Shulman,)[2]. Teachers' effectiveness in teaching critical thinking is based on teachers' understanding of their work; hence, it is viewed as subject to change rather than fixed and unchanging.

The process of teaching reasoning is a network of relations among a teacher's knowledge, instructional decisions, and classroom management and organization, which can be articulated by individual teachers. The manner in which a teacher teaches knowledge also reflects the values and goals of a teacher. This role requires knowledge of rules and principles of critical thinking, knowledge of subject matter and pedagogy, and knowledge of the ways to transform and apply appropriate rules and subject matter in organizing particular classrooms for learning.

Promoting student thinking skills requires careful planning if reasoning is to be practiced systematically and regularly. Some tasks, memory and procedural, require the reproduction of knowledge; others, comprehension and opinion, require the production of new knowledge, higher order thinking. Each requires different cognitive strategies for processing information. The memory task requires a student to memorize material and reproduce it accurately. The comprehension or understanding task requires students to understand and apply previous knowledge to problems, and make inferences and predictions.

In opinion tasks students state preferences. Completing a task thus has two consequences. "First, a person will acquire information-- facts, concepts, principles, solutions--involved in the particular task that is accomplished. Second, a person will practice operations--memorizing, classifying, inferring, analyzing--used to obtain or produce the information demanded in the task" (Doyle)[3]. The cognitive skills students learn are dependent upon the tasks they are assigned.

Prior knowledge plays an important role in learning. Students already have preconceptions of the meaning of most new concepts that are presented in the classroom. "Thus learning and understanding do not mean the passive filling up of a container, but rather mean a restructuring of knowledge that is already present (Bromme)[4]. Teaching begins with a teacher's

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[1] Barzun (1981) Teacher in America. Indianapolis: Liberty Press

[2] Calfee; Shulman, 1986 Explicitness characterizes good teaching. Paper presented at the meeting of the American Educational Research Association, San Francisco.

[3] Doyle, 1983, "Academic work". Review of Educational Research, 53, p. 162

[4] Bromme, R "Teachers' assessments of students' difficulties and progress inunderstanding the classroom". London: Cassell. p. 139 (1987)

[14] Denham and Lieberman, Time to learn. Washington, DC:National Institute of Education.1980

[15] Doyle, Classroom organization and management.   New York: Macmillan. (p. 424). 1986

understanding of what is to be learned and how it is to be taught. It proceeds through a series of activities during which the students are provided specific instruction and opportunities for learning, though the learning itself ultimately remains the responsibility of the students. Teaching ends with new comprehension by both the teacher and the student.

Students learn more when opportunities for learning increase, when they are actively engaged in activities, and when they are successful in solving the problems presented (Denham and Lieberman)[1]. Student cooperation does not exist a priori in classrooms. Its presence, or absence, is the result of a teacher's skill in securing and sustaining that cooperation. If a teacher specifies objectives, selects learning activities, organizes learning activities, and specifies evaluation procedures in a neat orderly fashion, the lesson will proceed smoothly.

To complete a learning task, students must be able to display a capability that does not presently exist. In order to perform successfully, they must bridge gaps between their understanding and the product to be produced by processing information. The wider the gap is between the known and the unknown, the greater the student's risk of failure. Because some tasks call upon known information or procedures, the amount of needed learning is small and the risk low. Critical thinking tasks, however, require large amounts of new learning and, as such, carry greater risk of failure. It is the ambiguous and risky nature of critical thinking tasks that makes them more difficult for teachers to manage in classrooms). "The more complex a program of action for an activity, the more difficult a management task a teacher faces" (Doyle)[2].

In order to develop critical thinking skills in students, teachers need a broad and deep understanding of subject matter and an understanding of the pedagogical strategies needed to transform and make public that understanding.

Teaching critical thinking is of great importance in the current age when one has access to an enormous amount of information through technology. Students are often passive receptors of information so they need to be taught how to weed through the information and decide what is important. Critical thinking can be applied both to students' academic studies and to solving complex problems in life.

A teacher can use ongoing classroom assessment to enhance and monitor students' critical thinking. For example, students can be asked questions such as "What was the most important thing you learned in today's class?" or "What question related to this session remains uppermost in your mind?" Another strategy to foster critical thinking is to put students in group learning situations where they can get continuous support and feedback from both the teacher and other students.

Independent of the subject studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought: "Let's see, what the most fundamental issue is here? From what point of view should I approach this problem? Does it make sense for me to assume this? From these data may I infer this? What is implied in this graph? What is the fundamental concept here? Is this consistent with that? What makes this question complex? How could I check the accuracy of these data? If this is so, what else is implied? Is this a credible source of information?

Students need not be taught history simply as a body of facts to memorize; they can now be taught history as historical reasoning. Classes can be designed so that students learn to think historically and develop skills and abilities essential to historical thought. Math can be taught so that the emphasis is on mathematical reasoning. Students can learn to think geographically, economically, biologically, chemically, in courses within these disciplines. In principle, students can be taught so that they learn how to bring the basic tools of disciplined reasoning into every subject they study.

The case study or discussion method is a method in which the teacher presents a case and encourages students to reach a conclusion by leading them into a discussion through prepared questions. Critical thinking can also be enhanced through so-called conference style learning. Here the teacher does not give lectures but rather acts as a facilitator of a conference, he or she gives the students the task to thoroughly read certain materials and then discuss the materials in class asking each other questions. Although the teacher does not have the active role of a lecturer, he or she helps direct the discussion.

Some scholars see writing assignments in which one must defend both or more sides of an issue as a basic way to develop critical thinking skills in students. Other scholars advise teachers to produce much ambiguity in the classroom by giving students conflicting information, thereby making them think critically in order to find their way through.

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[16]Doyle (idem)

Another good method to foster critical thinking is to stimulate discussions in the classroom. This can be done by asking students to read and analyze written dialogues in small groups, asking them to decide which viewpoint is the most reasonable by looking presence or exclusion of important evidence, alternative interpretations, errors in facts and reasoning.

Promoting students' critical thinking, such as the ability to identify central issues in an argument, recognize important relationships, deduce conclusions from information or data provided, evaluate evidence, etc., has been an essential goal of higher education Acquisition of CT skills is considered vital for students to face a multitude of challenges of adult life. However, despite the various attempts to make CT a primary focus of higher education, analyses of existing evidence indicates that the level of CT displayed by most students is inadequate. It is argued that classroom instruction is mostly inefficient to help students acquire thinking skills that they could apply to solve important problems in everyday life.

Domains of critical thinking

All that we do, we do on the basis of some motivations or reasons. But we rarely examine our motivations to see if they make sense. We rarely scrutinize our reasons critically to see if they are rationally justified. As consumers we sometimes buy things impulsively and uncritically, without stopping to determine whether we really need what we are inclined to buy or whether we can afford it or whether it's good for our health or whether the price is competitive. As parents we often respond to our children impulsively and uncritically, without stopping to determine whether our actions are consistent with how we want to act as parents or whether we are contributing to their self esteem or whether we are discouraging them from thinking or from taking responsibility for their own behaviour.

As citizens, we often vote impulsively and uncritically, without taking the time to familiarize ourselves with the relevant issues and positions, without thinking about the long-run implications of what is being proposed, without paying attention to how politicians manipulate us by flattery or vague and empty promises. As friends, we often get involved with people who stimulate us to act in ways that we have been trying to change. As husbands or wives, we often think only of our own desires and points of view, uncritically ignoring the needs and perspectives of our mates, assuming that what we want and what we think is clearly justified and true, and that when they disagree with us they are being unreasonable and unfair.

As patients, we often allow ourselves to become passive and uncritical in our health care, not establishing good habits of eating and exercise, not questioning what our doctor says, not designing or following good plans for our own wellness. As teachers, we often allow ourselves to uncritically teach as we have been taught, giving assignments that students can mindlessly do, inadvertently discouraging their initiative and independence, missing opportunities to cultivate their self-discipline and thoughtfulness.

Importance of critical thinking

Critical thinking is made for a specific purpose. It is not only thinking about making judgments and solving problems, but also the use of certain skills and strategies to achieve a specific purpose. Critical thinking uses concepts to analyze and evaluate thinking. It is never perfect and complete. Thinking is part of the human nature, based on the individual's experience. Excellence in thinking, however, could be achieved with hard work and long practice.

The word critical suggests that the process involves evaluation, or "a reflection of positive and negative attributes." Critical thinking enables individuals to assess the outcome of the process of thinking. At the same time, this process involves evaluation of the thinking process itself. Critical thinking helps individuals improve the quality of their lives and makes them more rational and reasonable.

Critical thinking sets goals, makes assumptions, assesses evidence and conclusions. It has numerous positive uses. For example, critical thinking can help solve a problem or help an individual decide what to do, how to act in certain circumstances or what to believe. Reading, writing and speaking can also be made in a critical way. Reasoning is generally made to achieve a certain goal. This goal has to be set clearly and has to be distinguished from similar purposes.

Thinking usually tries to solve a problem or to answer a question. To do this an individual needs to gather information. After collecting data, facts and evidence an individual starts interpreting them and making conclusions. Based on these

conclusions, the individual forms theories, concepts and definitions. He or she uses certain assumptions and reaches specific consequences.

The common denominators of critical thinking are the most important by-products of the history of critical thinking. Critical thinking requires the systematic monitoring of thought; that thinking, to be critical, must not be accepted at face value but must be analyzed and assessed for its clarity, accuracy and relevance. Critical thinking, by its very nature, requires that all reasoning proceeds from some goals and objectives; that all data when used in reasoning must be interpreted.

Our basic concept of critical thinking is simple. We could define it as the art of taking charge of our own mind. If we can take charge of our own minds, we can take charge of our lives; we can improve them, bringing them under our self command. Of course, this requires that we learn self-discipline and the art of self-examination. This involves becoming interested in how our minds work, how we can monitor and modify our operations for the better. It involves getting into the habit of examining our impulsive and accustomed ways of thinking and acting in of our lives.

It is quite possible and, unfortunately, quite "natural" to live an unexamined life; to live in a more or less automated, uncritical way. It is possible to live, in other words, without really taking charge of the persons we are becoming; without developing or acting upon the skills and insights we are capable of. However, if we allow ourselves to become unreflective persons we are likely to miss many opportunities to make our own lives, and the lives of others happier, and more productive.

Critical thinking is a way of going about living and learning that empowers us and our students in quite practical ways. When taken seriously, it can transform every dimension of school life: how we formulate and promulgate rules; how we relate to our students; how we encourage them to relate to each other; how we cultivate their reading, writing, speaking, and listening.

We are likely to make critical thinking a basic value in school insofar as we make it a basic value in our own lives. Therefore, to foster critical thinking, we must become committed to thinking critically and reflectively about our own lives and the lives of those around us. We must become active practitioners of critical thought. We must regularly model for our students what it is to examine, critically assess, and effectively improve the way we live.

Conclusions

We might define critical thinking as thinking that aims at well-founded judgment, utilizing appropriate evaluative standards to determine the true worth, or value of something. Research into critical thinking reflects the common perception that human thinking left to itself often gravitates toward prejudice, generalizations, rigidity and narrowness.

Critical thinking seeks ways of understanding the mind and then training the intellect so that "errors", and "distortions" of thought are minimized. It assumes that the capacity of humans for good reasoning can be nurtured and developed by an educational process aimed directly at that end.

A critical thinker raises questions of vital importance and formulates them in a clear and precise manner. A critical thinker gathers relative information, which is then assessed and interpreted in order to reach conclusions and solutions. These conclusions should be tested, using relevant criteria and standards. A critical thinker thinks in an open-minded way and communicates effectively with others.

A critical thinker**:**

- Raises vital questions and problems, formulating them clearly and precisely

- Gathers and assesses relevant information, using abstract ideas to interpret it effectively

- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards

- Thinks open-mindedly, recognizing and assessing, as needs be, their assumptions, implications, and consequences.

- Communicates effectively with others in figuring out solutions to complex problems.

The result of the contribution of the history of critical thought is that the basic questions can now be much more powerfully framed and used. In every domain of human thought it is now possible to question:

- ends and objectives,

- the sources of information and fact,

- the method and quality of information

- the mode of judgment and reasoning used,

- the concepts that make that reasoning possible,

To sum up, the tools and resources of the critical thinker have been vastly increased in virtue of the history of critical thought. Hundreds of thinkers have contributed to its development. Each major discipline has made some contribution to critical thought.

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The Legal Framework about the Basic Education of the Egyptian and Roman Minorities in Albania

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Abstract

The article "The legal framework about the basic education of the Egyptian and roman minorities in Albania", has as purpose the analysis of the legal framework about the education of ethnic minorities and the judgment of the concrete measures that should be undertaken in practice terms. The article aims the sensibilization of teachers, also aims to draw the attention of all the actors and the specialists of education, so they know and understand as they should the importance of the law about the pre-university education of the minorities, aims to underline the necessity of generating supportive politics and to take concrete measures to make the law more known and applicable on national level. The article is based on the analytical method and takes in analysis three crucial issues: The right to be educated as a constitutional right, should be seen closely related with the principle of equality (everyone has the right to be educated). The law "About the pre-university education is a comprehensive law where is sanctioned explicitly the right for education of ethnic minorities. To develop in practice terms the principle of equality in the field of education for ethnic minorities, a special treatment is needed. The analysis of these issues reaches these conclusions: The legal framework about the education of ethnic minorities in Albania is complete and incorporates the directives of EU and principles of the "Convention antidiscrimination". The executive politics about the application of the legislation should become more concrete, intensified and differentiate. The responsible institutions should focus their activity and undertake actions about the education of ethnic minorities. For ethnic minorities, based on the social-cultural context of their origin, an special, different treatment for the application of the principle of equality on the field of education is needed.

Keywords: Ethnic minority law, principle, equality, the right for education, treatment, differentiation.

Introduction

In the Albanian territory there live Albanians but also other ethnic groups like Greeks, Macedonians,

Unlike the other ethnic groups Egyptians and roman don't have an historical homeland, they don't have an legation or a bilateral agreement for support or cultural and long-term economic exchanges. Accepting the importance of full integration and reflecting about the obligations that come as a result of the agreement of stabilization and association in the EU, in 2003 the Albanian government drafted a strategy for the economical and social integration of the   community (Albanian government 2003). Also in 2008 became part of the Decade of Inclusion of Involvement (2005-2015), a 10-year struggle to include them in the European society 〚.〛 ^ A right that is given to these minorities with constitution is also practically denied. During the post socialist transition the educational level of these minorities got worse 〚.〛 ^ Because of the lack of education the integration of these minorities in the labour market becomes very difficult.

Purpose: The analysis of the legal framework about the education of ethnic minorities and the judgment of the concrete measures that should be undertaken in practice terms. The article tends the sensibilization of teachers and also tends to attract the attention of all the actors and specialists of education so that they know and understand as they should the importance of the law about the pre-university education of the ethnic minorities and to underline the necessarily of generating supportive politics and taking concrete measures to make the law more known and applicable on national level.

Methodology: The article is based on the analytic method and analyzes three crucial issues:

1-The right for education as an constitutional right should be seen closely related with the principle of equality (everyone has the right for education).

2-The law "About the pre-university education" is an comprehensive law where is sanctioned explicitly the right for education of ethnic minorities.

3- To develop in practical terms the principle of equality in the field of education for ethnic minorities, a special treatment is needed.

arc 30. 000- The law for the basic education number 69/2012 includes:

Persons from the ethnic minorities have chances to learn their mother language, their history and culture based on pints which are included in the official program

In order to achieve equal involvement in social live and not only, ethnic minorities have the possibility to learn the Albanian language and culture

Official programs for ethnic minorities are decided with very specific acts of the minister

It is clear that the equality principle is sanctioned in the legal system. It is also sanctioned a differentiated treatment for ethnic minorities in order to complete the equality principle.

In the Albanian legal system are both incorporated constitutional principle and international principle for the rights of ethnic minorities.

What is the main problem?

In Albania there live children that belong to these minorities, who are not discriminated for their origin, as people who belong to minorities claim themselves. There are not any figures about the exact number of people who belong to minorities because of the continuing emigrations after the '90. It has to be underlined the Albanian tradition of not discriminating minorities and ethnic communities, respecting their freedom and their rights as equal with the other Albanians. The depopulation of the areas where minorities live has weakened their children's education, because often, there are not enough kids to open a class. There are not full statistics about this. According to their representatives there are 30. 000 to 120. 000 of them. There are also other numbers like, 90. 000 kids from 150. 000 parents of the community. They live in the suburbs of urban zones, they are clearly minorities (Cess 2003) and their kids seem to be the most of the kids that we see on the streets everyday(Tahiraj 2000). Their state shows complete poverty, which is also related with the social exclusion and less opportunities in the labour market in comparition with the rest of the society. Their problems seem to recycle each-other from one generation to another.

In Albania there are no full and official statistics about the ethnical minorities. Based on the information that the minority itself gives there 120. 000 romans (ethnic minority) who live in suburbs of the city.

They live in fool poverty and in very difficult conditions and with now access in the labor market, a phenomena wich is inherited through generations.

Albania as a nation that continually tends to consolidate basic principles of the state of right, has incorporated on the best way possible the international standards and strategy's in the legal system. As far as the law for the basic education is concerned, on the legal system, in it are incorporated all the international instruments and directives.

Some of the basic principles and directives of international instruments are listed as below:

International instruments

1-The right for keeping their identity of people who belong to ethnic minorities, would be fully accomplished if they would be given the chance to get an education in their own native language. But in the meantime, people that belong to ethnic minorities should integrate in the society where they live by learning the official language of the country in which they live.

2-During the implementation of the international instruments from which people who belong to ethnic minorities take benefits, all the countries should consistently respect the principles for equality and antidiscrimination.

3-It shouldn't be forgotten that the relevant international obligations represent the minimum of international standards. The opposite would be the result, if these obligations would be interpreted in a restrictive way. What is specially underlined on the recommendations of Hague for antidiscrimination, are the mechanisms that every country should apply. This is one of the treatments that The commissioner about the defense of minorities does to the issue of the education of ethnic minorities in a report that dates in 1996.

4-All the countries should approach to the right for education of minorities in a proactive way. Where is needed special measures can be taken, so that the right for education of minorities can be applied in an active way, by using all the existing possibilities individually, and through international help and collaboration , specially on the economic and technic field.

Decentralization and participation

5-Every country should provide the necessary conditions that would make possible for the institutions that represent ethnic minorities, to fully participate in the development and the implementation of the politics and programmes related with the education of the minorities.

6-Every country should give to the local and regional authorities the necessary competences about the education of the minorities, making the participation of minorities in the process of formulating politics in local or regional level, easier.

Recommendations of Hague

7-Every country should take measures for encouraging the involvement of parents in the solution of the educational system, In a local level, including education in the language of the minority

Why is the right to get an education, specially sanctioned for the ethnic minorities??

The right to get an education is part of the category of constitutional rights It is treated as one of the basic rights so only mentioning it taxatively is not enough. This right should be seen closely related with the principle of equality. According to this principle, everyone is equal. So why is there a special treatment for ethnic minorities??

The right to get an education should be the same for every category, but the social and cultural conditions dictate the need for creating and applying specific mechanisms for specific categories. In parallel with the principle of equality, with is closely related with the right for education, there is also the principle of proportionality which is also a constitutional principle. Ethnic minorities are part of the category of SENSITIVE groups so they should be treated differently to reach equality with other groups. Should be considered that:

1)Is an assignment of each country to find and apply mechanisms that are proportional and adapt with the realization of the principle of equality in practice terms.

2)The social and cultural background of this categories testifies the need for an special treatment.

The steps that should be followed in order to implement this different treatment should necessarily be proportional with the actual situation. The essence of the basic principle is: equal treatment, in equal conditions. For ethnic minorities the achievement of conditions, equal with the conditions of the rest of the population needs mechanisms, sui generis (of a special kind). Equal conditions are a key element for equal treatment.

Mechanisms and Conclusion

The most important and the starter mechanisms are the legal ones. Our nation sanctions the right to get an education in Constitution and also in concrete laws. After the '90, in many European countries that had just came out from the totalitarian regimes were involved in long, educative reforms to rebuilt the educative systems that were destroyed by the system, so that they could adapt with the European era, and the global developments in education.

Albania as one of these countries, also got involved and became part of the many changes which got the support of the progressive reforms in education and were orientated towards the trends of those times, like: The deposition of the educational system, globalization, education for everyone, learning during your whole life, expectation of the human rights, discrimination, equality on education etc.

Despite the fact that the legal aspect is complete, there are needed concrete steps to be done in practice in order to have a full integration of the ethnic minorities and a full chance for them to have the basic education.

This steps are obligatory to include all the Albanian institutions, of different grades.

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Academic Dishonesty; Plagiarism, Innovation or Academic Freedom?

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Abstract

On the 21-st century, teachers' profession do face will a lot of opportunities, but at the same time they also face challenges. Thanks to the increased interest and investments of the society for education, today teachers are having high level of professional standards. The theoretical and practical part of the studding period, is very important for teachers' success as specialist or future directives, in a professional way through qualitative training time at school, democratic development of the society and the environment they belong to. What schools should do, is to prepare successful candidates for future teachers and professionals. The aim of this paper is to present some data as a result of observation made about the work done with diploma thesis by students, mostly focusing on the phenomena of plagiarism. This phenomena has been seen in two different points of view: first, plagiarism as an innovation that lately has been part of our higher education; second as a freedom that educational policy ensure to our students on the development of diploma thesis. Albanian Government has undertaken numerous reforms on higher education and most of them after the signing of Bologna Charter in 2003. Such reforms in some cases, can disparage the values and beliefs of our education system. In our days, students, for emergent need of having a diploma, try out to find alternative solution for having one as fast as possible. The phenomena of plagiarism, has increased the level of academic dishonesty, which mostly has been treated as an innovation that has invade our education and also as a freedom that our educational system gave to students of our Universities. Actually, are exactly these educational policy of Albanian Universities, qualitative and quantitative development which strongly influenced in the diffusion of this phenomena. The connection between two parties involved, in the case of the plagiarism, involves not only student's bur even professors in the diffusion of academic dishonesty. This paper analyses the collected data from observation made in some departments in the development on diploma thesis where the phenomenon of plagiarism seems to be wide spread. The study aims to show that an effort from responsible parties, can bring the change in the increase of values of diplomas from our Universities and the decrease of the level of plagiarism which will raise the image of departments. Subject effort will raise the integrity, level and belief in our educational system.

Keywords: Academic dishonesty, plagiarism, innovation, academic freedom

Introduction

Together with the development of the society and last achievements, it comes even the increase of responsibilities of persons in charge related with specific cases. Lately, we are dealing with a large quantity of information available for our society which they use depending on their objectives and interest. But, technological development available to society and increase of quantity of information (not quality), brings up consequences and responsibilities for those who use this kind of resources.

Term "Plagiarism" has a Greek and Latin origin meaning to steal, kidnap and more specifically has to do with the delivery of a written work by someone who has "stolen" somebody else's work and pretend to be the author himself. Plagiarism is considered to be an academic imposture. In our days, plagiarism is a widely spread phenomenon in every field, especially in educational institutions.

Aim of the research

Most wide spread way of information's' misusage is mostly connected with the phenomenon of plagiarism in texts, materials and different academic works. This phenomenon or differently known as "stealing of information", lately seems to be spread mostly in our educational institutions, especially in higher education which is particularly identified in diploma thesis.

We do have experience in final exams and diploma thesis with students in Bachelor and those of second and third level, an experience with is very disturbing and we can say that this phenomenon is putting in danger the educational level of our students. In relation to Higher Education System policies we can say that its aim is:

    a)   to create, transmit, develop and protect knowledge through teaching, research and services; to develop arts, physic education and sports, to form specialists and prepare new scientific;

b) to offer opportunities to profit from higher education during the entire life
c) to help economical development nationally and regionally
d) to contribute in the increase of democratic standards and preparation of youth for the integration in this society

In this case, point "a" seems to have completely failed and we will prove it below through polls and questionnaires with students. So, this material is based on concrete examples in the work of diploma thesis starting from the orientation in the selection of the kind of diploma thesis to its definition; used practice in selecting literature, scientific research and its usage; opportunities to observe during their practice time, facts and phenomenon; mentoring from their mentors, continuous consulting with him, students kills to work with it and a very stale plagiarism found there. Most of the cases, these indispensable factors are taken into consideration during the completion of the diploma thesis, they are ignored, a fact which will bring us to a low level of research work. Not to mention the fact that, there are case when students in need of a diploma with insufficient time to work with it, try to find out alternative ways to ensure one. They use previous diploma thesis provided by their friends, they can buy one from person who will provide it to them versus a payment. In this case, even Departments responsible are not excluded, mentoring teacher and established commissions responsible for their evaluations; that's the case why topics treated in this material should be taken as a point of referring to in order to reflect over what Higher Education Pedagogical Staff can do in identified cases.

Research topic

We have been focused in two specific topics: Plagiarism as a phenomenon and Academic Freedom.

Plagiarism as a phenomenon is considered in two perspectives: Conscious and unconscious

➢ Conscious
- they know they are stealing somebody else work and using it as their proper on
- they can borrow somebody else work "diploma thesis"
- they can buy a work from someone who sell it, or someone can prepare it for them

➢ Unconscious
- Lack of information about research work (incomplete curricula)
- Lack of basic knowledge in working with a diploma thesis (never done it before)
- Inability to distinguish the right form of using someone else's work

Academic Freedom:
- freedom to study,
- to choose your own way of learning,
- to have the right of a higher education,
- to choose if your knowledge is going to be assessed in a written form (test) or to make a research work (diploma thesis),
- to develop yourself in the best way possible etc.
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Scientific methods

Secondary data analyses

Different sources from existing studies and materials

Data collection from concrete examples

    ➢ Observations

    ➢ Questionnaires

    ➢ Analyses of polls done with students

Target group - students (part-time; full time)

    ➢ 1200 students (male and female)

    ➢ Time period (2 years)

Data Analyses

Part of our questionnaires were 1200 students from part time and full time system. Samples were male and female.

Questionnaire 1.

1. What kind of final evaluation would you prepare, writen test of diploma thesis?
   a) Written test
   b) Diploma thesis
   c) It doesn't matter

20,3 % respond a written test

68% respond a diploma thesis

11,7% respond it doesn't matter

According to the response we can say that most of the students prefer diploma thesis as a final evaluation because a written test is more difficult and grades are lower than those in a diploma thesis. Also, they replied that diploma thesis were not review in details by their mentors or by the commission in charge.

Questionnaire 2.

2. Why would you chose a diploma thesis as a final evaluaiton?

   a) It is easier
   b) Written test is more difficult
   c) It doesn't matter

52.1 % respond it is easier

28.8 % respond written test is more difficult

19.1 % respond it doesn't matter

What mostly attracted our attention in this questionnaire were some of the reasons that students gave us in justification of their answers. Most of them admitted that they could find alternative ways to provide diploma thesis. Corruption, academic dishonesty, lack of devotion to a research work were present in their answers. They said they could accomplish a diploma thesis very easy cause of the quality of information they could find on internet, just copy paste; they had friends who had been graduated before and they could provide them their diploma thesis because no one controlled them; they could buy it from persons who make and sell them; their professors could provide it as well versus a payment etc.

Some of them were indifferent to this fact. It was the same or them, a written test of a diploma thesis was the same thing.

Questionnaire 3.

3. Diploma thesis:
   a) You do it by yourself
   b) Friends help you
   c) You buy it to your older friends
   d) Professors sell it to you
   e) Professors do it to you without payment
   f) You provide it from other resources
   g) No answers

26% respond they do it by themselves

12% respond that friends help them

42% respond they buy it from older friends

6% respond that professors sell it to them

5.5 % respond professors do it to them without payment

4.5 % respond they provide it from other sources

4 % did not answer

This questionnaire gave us some disturbing data. There is a high percentage of students that provide a diploma thesis from different sources and are engaged in doing it by themselves. This is a clear evidence to the level of students in our universities.

Conclusions

Academic Institutions must punish plagiarism as a form of cheating because it their duty to protect intellectual honesty, integrity of scientific research, intellectual property right and authors' right, also insure the quality of their diplomas. This is for the reason that their diplomas reflect knowledge and skills earned during the study period. Students must demonstrate integrity and prove out that in the future he will be able to accomplish with responsibility his own duties at work. Every university or academic institutions react to plagiarism due to his anterior morality and policies. In different countries, universities have made a continuous effort in preventing this phenomenon. In this point, different observations and questionnaires have taken place in order to find out causes, factors and reasons that make students plagiaries. As a main cause, instructions found out that most of students are irresponsible, lack of conscious, lack of confidence in their abilities but even lack of time.

- Failure of a subject
- Dismiss for an academic year
- The right to study in that institution
- Cancel the diploma

Recommendations

➤ Final evaluation after the year of tutorial period

➤ Special place to plagiarism during the implementation of curricula

➤ Implementation of provision in cases when plagiarism is identified

➤ Insurance of an academic archive for diploma thesis in years (5 years)

➤ Establishment of e web-site which can identify plagiarism (locally and nationally)

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ABSTRACTS

The Adolescent's Perception of School Safety in Secondary Schools in Prizren

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Abstract

Background: In general, the feeling of insecurity in schools is one of the most important problems that threaten the physical and mental health of students. Research suggests that safety in schools is closely related to demographic factors such as gender, age, economic status, but also factors such as the number of students in the school, the school's geographical location, physical structure and student perceptions about safety in schools. In recent years the media has reported the increasing number of acts of violence in Kosovo's schools. An important factor in preventing violence is the perception and recognition of student safety in schools. **Methodology:** The study is design to explore factors related to school safety in secondary schools in Prizren city. The sample consisted in 688 adolescents recruited from secondary school. By them 306 or 44.5% were female and 54.8% male. Mean age was 15.6 years. This is a quantitative study and we have used instruments as Victimization Self Report Scale, My Life in School Checklist, Strength and Difficulties Questionnaire (SDQ) and Demographic Questionnaire. **Results:** This study found that 24.5% of adolescents have missing school during the last academic year because of safety issues in school. Mean score for missing days were (M= 7.4, SD= 10.5). Adolescent that missed the school for safety issues reported higher emotional problems compared with those that have not reported problems ($F(1)= 6.1, p \le .01$). Predictors for adolescent not to feel secure in school were reported presence of gang, teachers offending students, and peers pressure. The study found a significant correlation between victimization and emotional and behavior problems reported by SDQ. **Conclusion**: Results of this study show that perception of not a safety school carries a serious risk for mental health problems in adolescents. These findings may increase understanding about the adolescent's perception about safety schools in Kosovo and help authorities to encourage youth programs and interventions to improve the situation.

Keywords: School Safety, Victimization, Adolescents, SDQ, Gender, Interventions, Emotional and Behavior Problems.

Family Important Factor In The Occurrence Of Violent Behavior Among Students In Lower Secondary Schools In Pristine

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Abstract

This study examines the factors that stem from family to increase violent behavior to students in lower secondary schools in Pristine. Violent behaviors are not new phenomenon in the educational process in schools. Violent behaviors of students are continuous pattern shown by children in schools. The aim of the research was to identify the influence of the family on the level of occurrence of violent behavior among students. The study is based on social learning theory of Bandurës. The research question of this study was: What is the influence of the family in the occurrence of violent behavior among students? H1-family has an impact on the occurrence of violent behavior among students. Ways of educating the child, the relation of parent and child, weak and poor level of supervision by parents are considered as causative derived from family. This research is quantitative and includes 315 parents of students of eighth and ninth grade. They belong to the school of towns and villages of the municipality of Pristine. The sample was selected at random. Through surveying procedure is conducted surveys with parents, then entered the data into SPSS which than are processed. By Pearson correlation analysis are extracted special characteristics associated with how the education of parents is important in the occurrence of violent behavior and has shown significance by 0.01 level, weak parent-child relation shows their relationship and the importance to significance by 0.01 level with parental education, as well as poor family supervision correlates with significance by 0.01 level with parent education, child education mode, weak parent-child relations. The results of the research show that the family has an impact on the occurrence of violent behavior among students in schools. Poor supervision of family shows the importance of the opinions issued in percentage. From the 315, 19 or 6.0% of them stated that does not affect, 5,7 or 18% less affects, 5 or 1.6% at times affects, 17 or 5.4% affects on average, 147 or 46% more influences and 109 or 34.6 affect always. Ways of child education also shows that parents agree with the statement, of which 315.8 or 2.5% think it does not affect, 8 or 2.5% less impact, 15 or 4.8% at times affects , 17 or 5.4% affects on average, 135 or 42.9% more impact and 132 or 41.9% always affects. The poor relation between parent-child show that it may be the cause of the occurrence of violent behavior, from 315 parents 13 or 4.1% think it does not affect, 11 or 3.5% less impact, 19 or 6.0% at times affects , 9.8% or 31 affects on average, 129 or 41% more impact, 112 or 35.6% always affects.

Key words: violent behavior, family, factors, impact, student

Floating Characters and De-territorialised Space in *Macbeth*

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Abstract

One of the number of elements that make Shakespeare the splendid author he is is the characterisation of his dramatis persona. While there is very little left undiscussed in the field of Shakespearean studies, a recent book (Shakespeare and Outsiders, 2013) that focuses on the playwright's characters acknowledge the less noted idea that Shakespeare's characters that could be identified as outsiders display a kind of fluidity in the form of moving back and forth in structures. This paper, likewise, aims to examine alternative spaces opened up by such mobility of some of the minor characters that appear in William Shakespeare's Macbeth (1606?). Within the economical space offered in this short tragedy, the existence of some characters creates new spatial layers that resist the already-existing, restrictive and hierarchically-modelled spaces of the play's world. With references to the concept of "deterritorialization" as defined by Deleuze and Guattari, these characters will be discussed as liminal and ephemeral characters that defy the rigid boundaries of social structures.

Keywords: Shakespeare, Macbeth, de-territorialisation, Deleuze, Guattari

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