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Principles of Bioethical Education between '*What can be*' and '*What Ought to be*' in Bioscience

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Abstract

The field of bioethical education forms an intersection between life sciences, law, moral philosophy and social sciences. It is driven by the motive of balancing between progress in biosciences, the safety of living organism including human beings and the protection of the natural environment and its resources. Among the basic questions of bioethical education are, whether or not breakthroughs in science and technology should be led by the mode of maximizing the achievements of what we '*can*', or breakthroughs in science and technology should be led by the attitude of doing only what '*ought*' to be achieved, rather than what 'can' be achieved? In other words balancing between what '*ought*' to be done and what '*can*' done in life sciences, particularly in biosciences, form the basic subject of bioethics. This is so because, while scientific research is characterized by the motive of expending man's scientific knowledge, there are genuine concerns about the implications of science and technology in life, particularly in the fields of biomedicine and biotechnology. To address these concerns, there are those among the scientific community who hold the view that regardless of the implications of science and technology, we ought to let the scientists do their job and thus expand our scope of knowledge. In contrast there are scientists and ethicists who argue that in the face of scientific expansion the 'sanctity' of life should be protected, in such a way that man of science ought to discover the sciences that benefit the sanctity of life. Human life is sacred, says this group, therefore, we ought to handle it within ethical premises. Hence, pro-scientific scholars argue that scientific progress and technological advances should be left to the scientists; in the sense that what '*can*' be done scientifically should not be limited by what '*ought*' to be done. In contrast, pro-ethical opinion states that, scientific advances in biomedicine and biotechnology are leading humanity to an evil end, and according to this group, in order to protect humanity from the looming danger posed by modern practices of biomedicine and biotechnology, scientific progress in the field of biology should not only be placed under strict observation, but certain techniques in biomedical practices should also be prevented. This paper uses analytical approach, and aims to address principles and the challenges of bioethical education comparatively.

Key words: bioethics, principles, challenges, analysis

Public informing in the Republic of Macedonia and the European type of media system

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Abstract

On a global level, two media systems are differentiated: Anglo-Saxon and European, which have different socio-political and legal basis**.** The Republic of Macedonia belongs to the European type of media system or media organization according to the political tradition and political culture. Most typical features for the European type of media system are the existence of a *strong public broadcasting center*, then multipolitical pluralism of media and journalists, guarantees for independence of the media, standards of the journalistic profession with an emphasis on the responsibility of the journalist. Also the European system assumes a specific type of political socialization through the media, where the political public is well-kept and respected, and this public is not considered as a market. This public has traditionally been never treated as a market, unlike the treatment of the political public in the United States, that are considered as leaders in the Anglo-Saxon type of media system.

But how much does public informing meet the criteria of the European type of media system?

Media and informing in the Republic of Macedonia have never been such an urgent and priority topic as in the period of the political crisis 2012-2017. A series of measurings, including the research presented in this paper, show that the media system of the Republic of Macedonia deviates from the European type of media system. Namely, the purpose of this research and analysis is the perception of citizens and journalists in the Republic of Macedonia about the media system and the level of *media culture* in the Macedonian society.

The research has two segments:

1. Citizens' perception of the media system and journalism (the general public) in the Republic of Macedonia, i.e. what the citizens think about the role of the media in political communication. Additionally, does the media and informing about policies influence their political decisions and whether citizens are aware of possible abuses and special media techniques and methods for creating a "desirable public opinion"? and

2. The journalistic attitudes (professional public) about the conditions offered by the media system of the Republic of Macedonia in terms of professional standards, ethical principles and investigative journalism.

Key words: media systems, journalism, public informing, citizen perception.

'Memory, Desire and Monologues; Conversing with the other within and without: Relational perspectives on Dissociation'

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Abstract

This is a case of a 28 year old dissociated patient in Psychoanalytic psychotherapy in India with a history of child sexual abuse. The paper seeks to illustrate the challenges of treatment with a patient who unconsciously evokes deadness, amnesia, and an intense negative therapeutic reaction. In cultures like India where family and the community tend to be considered sacred, and the girl child is considered a liability, how does the sexual abuse of a young girl threaten to destabilize the image of the family as a safe collective? Typically one sees an amnesia, promiscuity, psychosomatic symptoms defining dissociation but can counter transferential responses be a diagnostic indicator?

The paper illustrates the deadness, disinterest and disbelief of the therapist as powerful tools to recovery. Using works of Bion, Dimen, Eigen and Winnicott, the author attempts to re-establish the sanctity of relationships with significant others on treatment of dissociated patients, especially women.

Democratic Improvements of the European Parliament after the Lisbon Treaty Reforms: What has been achieved?

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Abstract

The paper focuses on the current state of the position of the European Parliament in the European Union after the institutional reforms that have been introduced by the Lisbon Treaty. The key issue that is examined is whether the Lisbon reforms made stronger European Parliament, an institution that is more efficient and closer to the citizens.

First of all, the Treaty of Lisbon changed the legislative procedure. The previously known co-decision procedure has been transformed into regular legislative procedure with the Treaty of Lisbon.

Secondly, the Treaty of Lisbon made significant changes in another area, increasing the political control of the Parliament over the Commission.

Third, but not less important that the previous two is that with the Article 11 section 4 of the Lisbon Treaty was introduced a right for citizens initiative in the EU. Namely "not less than one million citizens who are nationals of a significant number of Member States may take the initiative of inviting the European Commission, within the framework of its powers, to submit any appropriate proposal on matters where citizens consider that a legal act of the Union isrequired for the purpose of implementing the Treaties.

The paper addresses the main reforms that have been made with the Treaty of Lisbon regarding the powers of the European Parliament. The authors try to answer whether the European Parliament after the reforms become a stronger institution and what are the changes that have to be taken into consideration when another intergovernmental conference with institutional reforms like main topic is going to be scheduled.

Key words: European Parliament, Lisbon Treaty, institutional changes, jurisdiction, legislation.

Migrant Crisis and the Area of Freedom, Security and Justice in the European Union

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Abstract

The paper presents an overview of the challenges facing the Schengen system within the Area of freedom, security and justice in the European Union under the pressure of the migrant crisis and terrorist attacks. The idea of free movement in the European Union has been under strong pressure due to migrant crisis and the nesecity to strengthen the fight against terrorism. Therefore the Union has introduced measures to follow the movement not only of people entering Europe, but also the movement of persons within the Union.

The increase in the number of refugees in Europe has created a new challenge for the Schengen area of the EU. Looking for a suitable solution to the crisis, EU Member States have began to restore border controls and have raised the issue to reform the Schengen system. As main reasons for the movement of migrants are considered the war in Syria, and political and economic instability in countries like Pakistan, Afghanistan, whose citizens moved to Europe. Most affected by the wave of refugees were countries in Western Europe, such as Germany, France and Austria, but no less affected are Scandinavian countries such as Denmark and Sweden. Republc of Macedonia was part of the Balkan route of migrants and part of the humanitarrian corridor that funneled asylum seekers from Greece to Germany which has been closed in March, 2016.

Migrant crisis raised the issue of whether it is possible to establish a temporary and limited lifting of the Schengen agreement to establish border control for the flow of migrants in the EU. The paper presents an overview of the legal framework for action of the Member states of the European Union and gives proposals and suggestions of reforms that are necessary for the European Union in the area of the Schengen system.

Key words: Schengen system, Migrant crisis, European Union, Balkan migrant route

European Army: Reality or Fiction?

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Several years after the end of the Second World War an agreement was made for regulating all details of the future European army. The plan was formatting European army with soldiers from France, Germany, Italy and the Benelux countries, having unique uniforms and a strict command structure. It was planned creation of a Commission composed from nine representatives from the member-states. One of the competencies of the Commission was planned to be bringing decisions about sending an army to the front. The work of this Commission should have been controlled by a European Parliament composed of MPs from the member states. The agreement was the military units at a lower level to be purely nationally organized, and the officers who would command them to be from different member states. Many things were ready for this ambitious project of the post-war Europe which in the summer of 1954 collapsed due to resistance from the French parliament. Since this European defense community was not brought into light, the European Army's plans have ``ad acta`` for decades. Today they are back on the table. The reasons for that are numerous: the US Government under Donald Trump lack of interest for Europe, the growing Russian threat to the continent and the withdrawal of the UK from the EU in March 2019 have sparked a new momentum in this European Union's project.

The aim of this research is through a retrospective analysis to determine where are the beginnings of the idea for creating a common European army, what are the reasons this project didn`t work in the past and whether there are legal bases in the Treaties. All this is necessary in order to be able to give predictions how the idea for common European army will develop in the future.

Key words: European Army, Founding Treaties, European defense community.

Media Literacy Policy: EU, UNESCO, Council of Europe

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Abstract

The concept of media education was actualized in the 60s of the 20th century on the international level in the scientific circles, above all teams formed within UNESCO that dealt with research on the problem of education. This is the period when the power of television comes to the fore strikingly changes the social setting, and especially when it comes to education, its role in literate the broad masses, when there is a necessity of critical observation of the danger of manipulation. Media education is the ability to critically read the media, all types of media (press, radio, TV, Internet, etc.). The aim is to reduce the distance from the media by understanding their functioning and getting acquainted with their content, and by placing them in different perspectives on the systems in which they are developing.

Public institutions (associations, institutions) play a major role in the process of legitimizing media education from the moment when their budget provides for the promotion of the media in education: international organizations, the universal, the UN system - UNESCO and the regional, in the European context - the Council of Europe, each within its own mission - peace in the world by bringing people together - makes pioneering steps in this area, that is, approximation of educational programs, through numerous projects for respecting everyone's human rights, among others, and literacy. The functioning of each ministry, as an internally functioning organ, at the national level, within each country, is completely different from the work of international governmental organizations due to the position of authority, pedagogical logic, more effective logic, but less innovative, in general, through completely different rules of the game. All this in function of necessary, demanded, anticipated innovations in several fields.

To this end, both the UN and the Council of Europe with an authoritative political role in the process of respecting / applying / practicing the recommendations addressed to the member states, makes efforts and undertakes initiatives to improve media literacy. The Council of Europe aims to protect human rights, practicing pluralist democracy and the rule of law; promoting the awareness of the development of diverse and numerous cultural identities, in fact, of the wealth of differences in the territory of the European continent; finding common solutions to the challenges facing European society; consolidating democratic stability in Europe by supporting political, legislative and constitutional reforms, etc. It also includes education and media policies within its activities. In doing so, civil interests in the media and media education are treated in correlation with policies related to human rights, democracy, the right to information and freedom of expression.

Key words: media education, international organizations, media content, media literacy.

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Abstract

The current study aimed at studying the relationship between Academic Major Satisfaction (AMSS) (Nauta, 2007) and Career Optimism (CO) for Rottinghaus, Day, and Borgen (2005). A number of 250 undergraduate students from Sultan Qaboos University participated in the study. The reliability scores for both scales were acceptable (α= .85 & α= .80) respectively. Results indicated a significant positive relationship between major satisfaction and career optimism. Science students indicated a little higher levels of major satisfaction than humanities. Female nutrition students indicated a moderate to low levels of career optimism and major satisfaction. No gender difference was found. However, senior students and students with high GPA indicated higher levels of AMSS and CO. Directions for future research are discussed.