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ADAPTING THE EDUCATION SYSTEM TO THE COVID-19 CRISIS. OVERVIEW ON THE ROMANIAN CASE[1]

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Abstract

The pandemic crisis generated by the corona virus affected all the world and its social systems. They had to rapidly adapt and take drastic measures, in order to answer in an effective and efficient way to the virus dispersal. The most common answer was the lockdown of many of the economic and social activities. One of the most affected social systems by the Covid-19 crisis was the educational system, which had to eliminate all the face to face interaction teaching and learning methods and move all in online, transforming them in e-learning activities. As the system theory states, many systems have the property of adapting itself to changes in the environment. The aim of this work is to make an analysis on how the Romanian educational system was able to adapt in a short period of time, by reviewing the administrative and legal measures taken. Also, we will try to see if this crisis is a real treat or an opportunity to rethink how we educate future generations and which should be the new skills needed for the future, for both students and teachers.

Keywords: reforms, education, social system, regulations, blended-learning.

Introduction

Coronaviruses are a group of large, enveloped, positive-sense, single-stranded RNA viruses belonging to the order Nidovirales, family Coronaviridae, subfamily Coronavirinae. More than two dozen different species are known and have been divided into four genera (alpha, beta, gamma and delta) characterized by different antigenic cross-reactivity and genetic makeup[2].

COVID-19 or SARS-CoV-2 is the name given to a type of coronavirus discovered in 2019 in China, a novel coronavirus which is considered to be the cause of a large and rapidly spreading outbreak of respiratory disease, including potentially fatal pneumonia. Two major factors contributed to the rapid spread of the virus: a highly mobile international population and high

[2] Cortellis, *Disease Briefing: Coronaviruses,* Clarivate Analytics, 2020, p. 3

urban population densities[3]. Thus, human-to-human transmission quickly became responsible for widespread and rapid dissemination of the virus across populations with no preexisting immunity. Without effective drugs or vaccines against the infectious agents, social distancing strategies such as isolation, quarantine and community containment are the most effective means of controlling a coronavirus outbreak with epidemic potential[4].

In these regards, the majority states form all over the world, imposed restrictions of movement and lockdown for a certain period of time. Starting with, 16 March 2020, Romania imposed by the Decree of the President of Romania no. 195/2020 the state of emergency on the Romanian territory[5], for a period of 30 days, which was prolonged with other 30 days. The Decree provided that in order to prevent the spread of COVID-19 and to achieve the management of the consequences, related to the evolution of the epidemiological situation, during the state of emergency the exercise of the following rights is restricted: free movement; the right to intimate, family and private life; inviolability of the domicile; the right to education; freedom of assembly; the right of private property; the right to strike; economic freedom. Thus, one of the main consequences was that during the state of emergency, courses in all educational units and institutions were suspended.

The fact is, that the Romanian educational system had to rapidly adapt to this new situation, and to take measures in order to be able to finish the academic year, in the new form, by avoiding the social interaction at the classes. Thus, this paper is divided in two main parts. In the first part will be presented the educational system of Romania, in the second part will be analyzed the measures that were implemented in for the students to be able to continue the studies and for those in the last years to allow them to conclude the studies and graduate the elementary schools and the secondary one. It is important to underline, that our study will focus only on the primary and secondary education and will exclude the higher education, which, according to the Romanian

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[3] Arita, I., Kojima, K., Nakane, M., Transmission of severe acute respiratory syndrome. Emerg Infect dis 2003, 9(9),p 1183.

[4] Wilder-Smith, A., Freedman, D.O. Isolation, quarantine, social distancing and community containment: Pivotal role for old-style public health measures in the novel coronavirus (2019- nCoV) outbreak. J Travel Med 2020, apud Cortellis, *Disease Briefing: Coronaviruses,* Clarivate Analytics, 2020, p. 16

[5] Published in the Official Gazette, no. 212 of March 16, 2020

Constitutions the universities are granted with autonomy, and each of them took their own measures according to the general obligations established by the Government.

The last part of this work, will try to underline the new measures should be take in order to continue to have a less affected teaching process for the period to come.

The Romanian educational system explained

Systems theory provides an internally consistent framework for classifying and evaluating the world. There are clearly many useful definitions and concepts in systems theory. In many situations it provides a scholarly method of evaluating a situation. An even more important characteristic, however, is that it provides a universal approach to all sciences[6]. As von Bertalanffy points out, "there are many instances where identical principles were discovered several times because the workers in one field were unaware that the theoretical structure required was already well developed in some other field. General systems theory will go a long way towards avoiding such unnecessary duplication of labor"[7] .

Thus, the national education system can be defined as the assembly of all public and private educational institutions of all types, levels and forms of instruction and education which are acting according to the law and under de coordination and supervision of the Ministry of Education. According to the law[8], the national education system is structured into education levels to ensure coherence and continuity of instruction and education according to individual and age particularities of the pupils/students (see Figure 1). The general education system in Romania is based on compulsory programs for all citizens and the access to education is free and granted by law. Also, the Law no. 1/2011 regulates the organization and functioning of the national education system, stating that: *"Education in Romania is a national priority and pursues the free, integral, and harmonious development of the human individuality, and the development of the autonomous and creative personality (the educational ideal). All Romanian citizens have equal access rights*

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[6] Berceanu, B., *Sisteme administrative emergente/ Emerging Administrative systems*, Bucharest: Economica Publishing House, 2018, p. 34
[7] von Bertalanffy, L., *General System Theory: Foundations, Developments, Applications*, New York: Braziller, 1968, p. 33
[8] Law no 1/2011 regarding the National Education, consolidated on 13 August 2018, published in the Official Gazette, Part I no. 18, January 10, 2011

to all levels and forms of education, irrespective of their social and financial condition, gender, race, nationality, political or religious orientation."
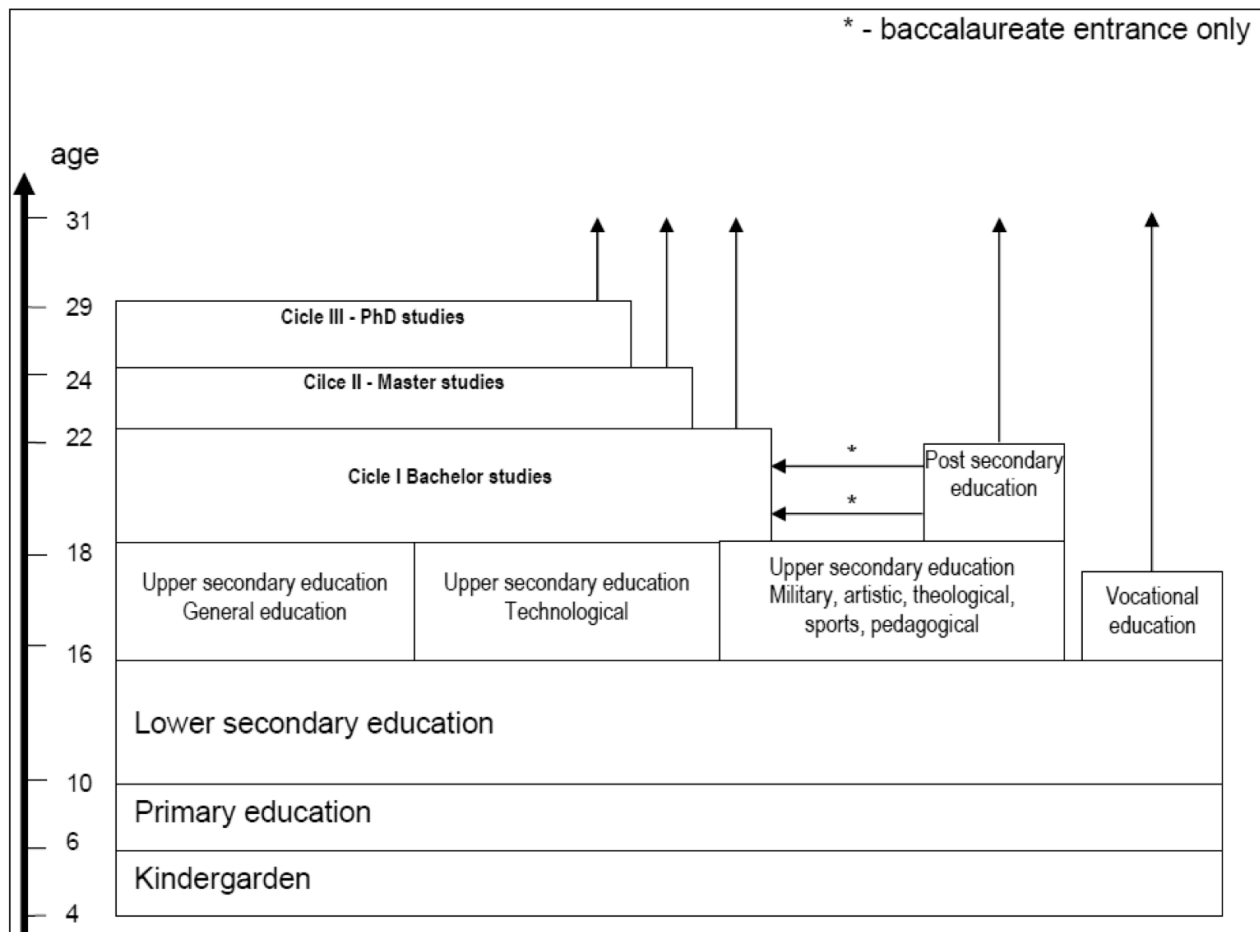
Figure 1. The structure of Romanian Education System

Source: Ministry of Education, graphical representation on the diploma supplement for higher education studies

The mandatory education includes primary education, lower secondary education, and the first two years of upper secondary education. An overview of the system could be described as the following:[9]

Early education (0—6 years), consisting of:

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[9] The presentation of the following paragraphs, will use the synthesis provided by the *Eurydice - Romania Organisation of the Education System and of its Structure, online available at:* https://eacea.ec.europa.eu/national-policies/eurydice ,accessed: 15.07.2020

- the before preschool level (0—3 years)
- the preschool education (3—6 years)
- **Primary education** (I.S.C.E.D. 1) includes:
- the preparatory grade
- grades 1—4.

The transition from primary education to lower secondary education is conditioned only by the successful graduation of primary education.

Lower secondary education

It includes grades 5—8 The access to higher-level is achieved by a national evaluation exam and distribution in upper secondary education units.

Upper secondary education

Upper secondary education includes high schools, vocational schools, and apprenticeship schools. Admission to each of them is achieved by passing the National Assessment exam. High schools organize day courses, lasting four years (class 9-12) and evening or non-attendance courses lasting five years (9-12). High school education includes the following educational profiles: theoretical (real and human), technological (technical, services, environmental protection), and vocational (military, theological, sports, artistic).

The high school studies end with a *baccalaureate exam* (diversified according to the high school profile and the student's option), which allows them to obtain a diploma. Based on this, students can register for the admission contest in higher education. In addition to the Baccalaureate diploma, the high schools also issue a professional certificate, which facilitates the integration of the graduates in the workforce.

Professional and technical education includes:

- professional education
- technical education
- post-secondary education.

The non-university tertiary education includes post-secondary education.

Regarding the **higher education**, the access is based on the baccalaureate diploma (12 years of study) and access to master programmes is based on the BA/BSc/BEng degree.

The Romanian higher education system is an open system. All Romanian accredited universities use the European Credit Transfer System (ECTS). Academic distance learning programmes shall be organised for the authorised and aceredited programmes of study.

Higher education institutions usually include several: faculties, university colleges, departments chairs units for scientific research, design and micro-production. The mission of the higher education institutions is: either education and research, or only education.

Adapting the education system to the Covid-19 crisis

In Romania, one of the first and most effective measures adopted by the government against the spread of the pandemic virus was the early closure of schools, thus limiting the infection of a wide range of risks. In these regards, there were two big issues to be solved by the authorities. The first one regarded how to deliver instruction and the second one, how to organize the national evaluation exams in the situation of reacting the social distancing and face to face interaction.

Measures regarding the delivering of instruction

The main educational methodologies used for instruction and teaching are[10]:

- the traditional classroom education, where books, blackboards are used by the teacher as a teaching aid
- modern classroom education, where the classrooms are equipped with whiteboards, projectors or audio-visual display equipment and digital boards
- online education, where the information technologies and communications are used to help in the development and acquisition of knowledge from the different remote locations. It uses the internet and video/audio and text communication and software to create the learning environment.

In Romania, for the pre-university education the most common used method is the traditional classroom education combined with that of the modern classroom education. These two methods imply a face to face interaction in the classes and in almost all cases daily presence at the school.

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[10] Basilaia, G., Kvavadze, D, . Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. Pedagogical Research, e-ISSN: 2468-4929, 5(4), 2020, pp. 2-9

The online education, it is more specific for some higher education programs, like those of distance learning. Thus, the ministry of education had to find solutions, in order to adapt the system to the period of schools' closure.

One of the most important steps to make the transition from the classical teaching methods, to those online, was to create a website to communicate with teachers, students and parents about curriculum goals, strategies and suggested activities and additional resources. Thus, for this, the adopted some special administrative acts regulating the new online teaching actives.

There were issued some minister of education orders and instructions. The orders are defined as the acts of the ministers elaborated for solving some special situations, and they represent acts elaborated for the application of another juridical act with superior force. The instructions are those ministers' acts establishing some general rules and regulations to be followed by the authorities and institutions subordinated to the ministry[11](in this case by schools and inspectorates).

On 21 April, 2020, there was published the Order no. 4.135[12] on the approval of the Instruction for the creation and / or strengthening of the capacity of the pre-university education system through online learning. It was operated the Digital portal on educred.ro (Figure 2) as a whole of e-learning platforms and learning resources on -line provided.

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[11] Cărăuşan, M.V., *Drept administrativ. Vol I/ Administrative Law. 1st volume*, Bucharest: Economica Publishing House, 2012, pp. 284 -285
[12] Published in the Official Gazette no. 331 of April 23, 2020

Figure 2. Online educational and information portal
Source: https://digital.educred.ro/, accessed: 12.07.2020

The Digital portal on educred.ro centralizes learning platforms and open educational resources, including tutorials and other learning materials designed to train and support teachers.

Regarding the learning platforms, the portal offers support and training for teachers and students how to access and to use the virtual e-learning platforms

The Digital Portal on educred.ro will contain a section with tutorials and other learning materials, designed to train and support teachers, in order to design, implement, evaluate online learning activities and manage students' activities on online learning platforms. -line. Thus, on the portal there are information regarding various resources could be used:[13]

- Platforms for managing classes, learning resources and school progress (such as Google Classroom, Microsoft Teams, Moodle, Edmodo)
- Other platforms and applications in Romanian (www.examenultau.ro, Școala pe net - https://scoalapenet.ro/)

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[13] Source: the content of the Educred web platform, available online at: https://digital.educred.ro/, accessed: 12.07.2020

- Online tools for learning platforms (Padlet, Microsoft Powerpoint , Google slides)
- Resources for learning activities (digital manuals: https://www.manuale.edu.ro/)
- Communication tools (Google Meet, Microsoft Teams / Skype, Webex, YouTube).

Each school and teacher, had the possibility to choose which online resource of communicating and managing classes will use, according to those, agreed by the Ministry of Education. The online presence of students and teachers in courses was monitored by each educational unit, and all the relevant information for supporting and improving access to learning will was completed in the Integrated Information System of Education in Romania.

Apart these measures, in the case the online education strategy is not feasible, it was developed an alternative means of education delivery, which included TV programs. It was concluded a partnership –"Telescoala" with the national television - TVR - in preparing students for the national assessment and baccalaureate exams by broadcasting educational programs. The courses could be watched on TVR 2, as well as online on TVR's YouTube channel, on TVR + and on the tvr.ro[14].

These measures, presented also their limits, because there was not a clear strategy to ensure adequate support for the most vulnerable students and families during the implementation of the elternative education plan, apart the provision form the Education Ministry Order no. 4.135 that each school should have a report regarding the number and percentage of students who have desktop, laptop, tablet and smartphone terminals, connected to the Internet, for exclusive use and / or shared with other family members.

Measures regarding the national evaluation exams

The national evolution exams, as described in the first part of this work consists in:

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[14]   Source: TVR   web   page: http://www.tvr.ro/la-tvr-2-e-scoala-ta-emisiunea-telescoala-revine-in-grila_26627.html#view, accessed: 12.07.2020

- National Assessment exam at the graduation of lower secondary education cycle and give access to the upper secondary education.
- Baccalaureate exam at the graduation of upper secondary education cycle, it is optional and give access to the higher education.

Regarding the way in which should be organized these exams, there were in the public space, different opinions (see Table 1). It emerged an important issue on how it could be guaranteed the right to health of the students from the final years, taking into consideration that approximately 330,000 students will participate in the Baccalaureate and National Assessment exams and are scheduled starting, as announced by the Ministry of Education and Research.

Table 1: Alternative solutions for organizing the national exams

Possible alternatives	National Assessment	Baccalaureate
A.Organizing the exams on time, ensuring protection measures	This alternative was supported by some parents (National Federation of Parents' Associations) and students.	
B. Postponement of exams in July-August, ensuring protection measures.	This alternative has support among some students, being justified by the official statements two weeks ago when it was stated that the exams will be held in July. The demand seems to be more intense among high school graduates.	
C. Equivalence of exams with one of the formulas:	a. the general average of the 4 years of study; b. Romanian and Mathematics averages from the four years of study; c. a combination with weights of the 2 elements.	a. the general average of the 4 years of study b. averages from the exam disciplines from the four years of study c. a combination with weights of the 2 elements.
	For variant C there were registered 3 online petitions totaling over 90,000 signatures. The variant was supported by parents, students, teachers, syndicates (USLIP).	
D.Term exam or equivalence, at the choice of each student	This alternative was supported among some students and parents.	
E. Online exams	In the current conditions of access to information technology and in the time left until the exams, it was considered unrealistic.	

Source: Authors, upon the data discussed in the public space (press, official educational groups)

The option took was that that form the A scenario with some amendments. In this regard, the minister of education created a special legal framework by issuing the ministerial Order no. 4.115/ 10.04.2020, which approved the new exam curricula for the National Assessment, respectively the new programs for taking the written tests of the national Baccalaureate exam in the school year 2019-2020. The most important provision is that form the curricula for each subject of the exam, which is taught in the final yea, it was removed the content for the second semester, because state if emergency was declared caused by the Covis-19 pandemic coincided with the beginning of the 2nd semester.

Another important measure, in adapting the education system was that regarding the organization of the final exams. There was decided, in an exceptional mode, that this year, should be organized for the National Assessment two exam sessions (and not one as usually), and for Baccalaureate three exam sessions (and not two as usually). Also, by the joint Order of the Minister of Education and Research and the Minister of Health no. 4259[15] it was decided to not to allow the access to persons whose body temperature, measured at the entrance to the premises, exceeds 37.3 C. It was also the obligation that the exam class to be arranged in such a way as to ensure a minimum area of 4 sq m for each person and a minimum distance of 2 m between any two close persons and there are not allowed more 10 to candidates for each exam class. For all the exam period, the student is obliged to wear a medical mask.

Conclusions and proposals

The COVID-19 pandemic created an unseen crisis all over the world, and it took unprepared almost all of the social systems.

Many systems have the property of adapting itself to changes in the. This is also the case of the educational system. As part of the category of social systems, the educational system changes or transformations of a process or phenomenon has the interaction between external factors and internal ones. Correlation between causality and interaction should refer to the causality process.

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[15] Regarding to establish measures to prevent and combat SARS-CoV-2 diseases in educational units / institutions, public institutions and all structures under the subordination or coordination of the Ministry of Education and Research Published in the Official Gazette no. 405 of May 16, 2020

Often, the cause is defined as the interaction and effect of the change resulting from the interaction.[16]

In our paper it could be observed that the causality process of the transformation in of the educational systems was the Covid-19 crisis and the social distancing impose by this crisis, in order to attenuate the spreading of the virus.

The education system, in Romania, especially for the full-time courses, it is based by physical presence and interaction with the teacher in the process of instruction delivery. Due to these internal factors, the system reacted not very prompt to the crisis, taking into consideration that first big step in organizing the platform of communication with teachers and parents was done at one month after the establishment of the state of emergency, creating largely to the loss of contact hours for students and lack of e-learning facilities that students could have been using to interact with their teachers.

The most important changes that could be underlined in the educational system could be divided in two parts. The first part regards the revision of the regulatory framework in order to deliver online education, and the second part regards the creation of virtual platforms for teachers, students and parents for teaching and communication.

The educational system transformations consisted also by the interaction of the internal factors, especially regarding the consultation of the ways in which should be organized the national exams and of the human resources that had to adapt their teaching method to an online interaction.

Despite the fact that there were important positive transformations of the system, there are also limitations which consists in the lack of access to the Internet and the lack of the IT skills for booth teachers and students.

Thus, taking into consideration this paper analysist, we are proposing, some direction the system should continue to adapt:

- for the new academic year which will start in autumn, the schools should organize the classes with a maximum of 15 students
- purchase of tablets, disinfectants, masks, ultraviolet devices for students and teachers;

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[16] Matei A, Berceanu B., *Systemic aspects of public administration. Emerging administrations*, Saarbruken: Lambert Academic Publishing House, 2014, p. 16

- training for teachers to adapt their discipline curriculum to the new teaching method;

- a blended learning system of education, which will consist it will consist in learning alternately in school one week, online the other, in order to avoid the congestion in schools

- schools should develop a system of communication with each student, and a form of checking-in daily with each student.

Generally, crisis are critical phases of a policy sector, which is defined as an institutional field of actor's rules and practices associated with the state efforts to address to address a particular category of social issues and problems[17].

The COVIS-19 crisis, could be an opportunity for the Romanian educational system, but not only, to implement the measure to change the educational process from a traditional one to a flexible learning system adequate to the needs of the 21st century.

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Regulations:

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[17] Boin, A., Hart, P., Institutional crisis and reform in policy sectors. Government institutions: effects, changes and normative foundations, Kluwer Academic Publisher, 2000, pp. 9-31

***Law no 1/2011 regarding the National Education, consolidated on 13 August 2018, published in the Official Gazette, Part I no. 18, January 10

***Decree of the President of Romania no. 195/2020 regarding the state of emergency on the Romanian territory, published in the Official Gazette, no. 212 of March 16, 2020

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WEEKEND OFFENDERS. CLUBS, DRUGS AND DEVIANT LEISURE IN POST-SOCIALIST ROMANIA

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Abstract

During recent years, leisure can no longer be strictly associated with the concepts of 'good' and 'pleasure': a critical perspective offered by the recent theory of 'deviant leisure' shows how the relation between leisure, freedom and pleasure is no longer clear, and how, in the context of late capitalism, a part of leisure activities imply harm, exploitation and vulnerability. In summary, Smith and Raymen (2016) claim that in the current context, norms and values are manipulated by consumerist capitalism's ideological domination which opens a space for harm resulting from the individualistic pursuit of leisure as a moral right, in what Žižek (2002) calls 'cultural injunction to enjoy'. The article aims to analyse recreational drug consumption in the context of Bucharest music clubs from the perspective of deviant leisure theory. The paper explain the club space through the concept of deviant heterotopia (Foucault, 1986) and finally discuss the harm types involved by this type of leisure. The method for data collection was based on participative observation in clubs and raves for one and a half years (September 2018 – March 2019), on semi-structured individual interviews, but also on two focus groups applying critical discourse analysis to the collected data. As several deviant leisure studies show, substance abuse in the Night time economy is not deviant in a traditional sense, but rather conformist (Ayres, 2019) and an integral part of the systemic harm and inherent violence of contemporary consumerist capitalism (idem, 151). The neoliberal playspace of the club, defined by infantilization, liminality and transgression is part of the larger microcosm of society (idem, 136).

Key words: devian leisure, recreational drugs, night time economy, club culture, post-socialism

ANALYSIS OF THE SOCIAL IMPACT OF EXITING FROM FOSTER CARE IN ROMANIA IN THE LAST 10 YEARS

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Abstract

Throughout this paper I anlaysed the social impact of exiting from foster care of young people for whom the measure of special protection has ceased after reaching the age of 18, respectively of young people preparing to leave foster care in the next two years.

The article also presents the perspective of the qualified personnel within the child protection directorates at national level. In respect of this, I presented the manner in which the authorities have administered and are due to administer the future generations of young people who are preparing to leave the special protection system. At the same time, the article analyses the perception of young people regarding the experience lived after leaving the care system.

In order to substantiate the article, I utilised as research methods the interview, the observation and the qualitative case study. The qualitative research method approached is centered on understanding the situation of young people after the revocation of the special protection measure.

The actions of the actors involved are insufficient to treat/solve the problems that young people have after the termination of the special protection measure. The General Directorate for Social Assistance and Child Protection (G.D.S.A.C.P.), the main responsible, has proved a defective involvement in the implementation of sustainable social policies for the protection of young people for whom the special protection measure has ceased.

Keywords: revocation, special protection measure, social impact, foster care exit

GENERAL CONTEXT:

Over the past ten years, concerns about the situation of child protection institutions have been declining. It has to be mentioned that the social marginalization and the absence of tangible measures regarding the post-institutionalization integration have not been a priority in recent years in Romania. At this moment, our country is in the very first places in Europe regarding the number of young people under special protection measure in state institutions. Romania does not have any solution for the social and professional integration for this vulnerable category.

For the time being, at national level, only a few programs for the transition from the institutionalized to the community environment are being developed. These programs are most often supported by non-governmental organizations.

Over the years I have identified a series of scientific studies that have addressed topics such as: *deinstitutionalization, socio-professional integration, resilience*, but I have not identified studies, articles, analyzes on exit from foster care. Only a few important academic institutions have concentrated on the situation of young people after the termination of social protection measure: University of Bucharest, (Faculty of Sociology and Social Work, *Post-institutionalization failure*[1], 2016), Babeş - Bolyai University (Faculty of Sociology and Social Work, *S.A.S.C.A*[2], 2017).

Among the Romanian NGOs involved in the last ten years in preventing social shock entailed by the transition from special protection system to concrete measures of socio-professional integration and counseling of the target group, we mention: Hope and Homes for Children Romania, The Voice of Abandoned Children, SOS Children's Villages Romania, FARA Foundation and TIBERIUS Association. In 2019, SOS Children's Villages Romania and CELCIS launched two guidelines on exit from foster care for qualified personnel, as well as for the instruction of trainers in the field of exiting from foster care, among professionals: *Preparation of exiting from foster care (Practical guide and training manual*[3]*, 2018).*

Nonetheless, we do not have any research on the social impact of exit from foster care in the last 30 years. Over time, several national strategies for the protection of children have been realised. Within these government strategies, we did not identify though clear measures for protection, support and monitoring of young people for whom the special protection measure has ceased or is to cease at the age of 18.

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[1] Prof. Dr. Coordinator Dan Adrian, Authors: Vişinel B., Ana Maria C., Virgil Gheorghe B. Dan A., *Post-institutionalization failure*, 2016, HECATE Publishing House. Organizations involved: Voice of Abandoned Children (Drawing Your Future) and Hope and Homes for Children Romania.

[2] S.A.S.C.A is a project co-financed by the European Union and carried out by a European partnership composed of non-governmental organizations, universities, public institutions and victims' associations from Italy, Ireland, Greece and Romania. The project looked at the long-term effects of abusive events, understanding how survivors of these crimes can be protected and compensated in the existing legal framework, and how young people's experiences can influence the strategy of protecting children living in the residential system.

[3] The practical guide and training manual were developed by the SOS Children's Villages International Federation, in partnership with CELCIS, funded by European Union. It is the first guide and training manual on this topic, developed at the level of the European Union taking into account the experience of young people with special protection measures (private and public care services) in several European countries.

EXITING FROM FOSTER CARE

In order to have a clearer picture of the number of young people leaving social institutions, we addressed, during a calendar year, a series of requests both electronically by email and by telephone to the General Directorates for Social Assistance and Child Protection in Romania. Their representatives claim that the only instrument they apply is Law no. 272/2004 on the protection and promotion of child's rights, with subsequent amendments and completions. G.D.S.A.C.P.s' representatives mention, in the official answers sent by email, that in Law no. 272/2004 appear only measures of care, protection, organization and institutionalization regime and less measures of post-institutionalization monitoring or transit programs for young people who have reached the legal age to leave the protection system.

Concurrently, I conducted an empirical research tool on a target group that included 100 young persons who left the child protection system in the last ten years. The information received from young people who have been out of care for the last 10 years confirms the authorities' affirmations about their fears and failures.

On the other hand, the discussions with young people with special protection measures in placement/residential centers at national level reveal that over 80% of them did not know that they could extend their protection measure by another 2 years if they no longer continue their studies or simply completed them at the age of 18 and 19, respectively (in the case of vocational schools).

Also, Law no. 292/2011 (Social Assistance Law), with subsequent amendments and completions, published 9 years ago, offers a perspective of protection in preventing and combating the phenomenon of homeless people, as treated in art. 59, para. (2): *In order to prevent and combat the risk of young people leaving the child protection system becoming homeless, as well as to promote their social integration, local authorities may set up multifunctional centers that provide living and housing conditions for a determined period of time.*

Based on the answers sent by the directorates for child protection, we find that there are some activities and information campaigns, but less counseling and therapy programs to prevent the phenomenon of social shock of post-institutionalization.

The representatives of the institutions have been reluctant answering the question: *Are young people informed about the possibility of extending their special protection measure by another 2 years after reaching the age of 18?*

> Young people want to leave. We do not hold them by force…, specialized personnel G.D.S.A.C.P. Sibiu
>
> We inform. They have only rights, less obligations…, specialized personnel G.D.S.A.C.P. Cluj
>
> They leave, they don't want to stay in the center anymore. They want to flee, as they say..., G.D.S.A.C.P. Timiș

During 2009-2019, for ten years, approximately 33.000[4] young people who turned 18 to 26[5] years old came out of system care. According to National Authority for the Protection of the Child's Rights and Adoption (N.A.P.C.R.A.), following the centralized data at national level, based on the information transmitted by the G.D.S.A.C.P.s, the situation for the period 2014 - 2018 was as follows:

	2014	2015	2016	2017	2018
Number of young people who left foster care after reaching the age of 18/26	3.501	3.374	3.204	3.524	3.928

Figure 1 – Number of young persons who left foster care, 2014 - 2018

Article 55, para. (3) of Law no. 272/2004 on the protection and promotion of child's rights, with subsequent amendments and completions, offers to young people the possibility to prepare for an independent life. They can thus benefit from two more years of protection after completing their studies or after refusing to continue their studies: *(3) The young person who has acquired full mental capacity act and has benefited from a special protection measure, but who does not*

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[4] According to data transmitted by the National Authority for the Protection of the Child's Rights and Adoption (N.A.P.C.R.A.). In the last 10 years, annually, approximately 3,200 young people, who have reached the age of 18/26, have left the special protection system.

[5] Article 55, para. (3) of Law no. 272/2004 on the protection and promotion of child's rights, with subsequent amendments and completions: The young person who has acquired full mental capacity act and has benefited from a special protection measure, but who does not continue his studies and does not have the possibility to return to his own family, being faced with the risk of social exclusion, benefits, upon request, for up to 2 years of special protection, in order to facilitate its social integration. This right is lost in case when it is proved that the young person has been offered a job and/or a home at least twice, and he has refused or lost them for reasons attributable to him.

continue his studies and does not have the possibility to return to his own family, being faced with the risk of social exclusion, benefits, upon request, for up to 2 years of special protection, in order to facilitate his social integration. This right is lost in case when it is proved that the young person has been offered a job and/or a home at least twice, and he has refused or lost them for reasons attributable to him.

PSYCHOLOGICAL AND SOCIAL PERSPECTIVES

Specialist studies that analyze the effects of institutionalization on child development argue that placement centers leave deep trauma in children's development. These have devastating consequences that affect them throughout their whole lives. The report called *"Family Matters: A study of institutional childcare in Central and Eastern Europe and the Former Soviet Union"* presents a number of perverse effects of institutionalization, including: atrophy of neural connections caused by lack of social/relational interaction specific to residential environment, decrease of self-esteem and confidence, lack of affection, problems with attachment style, problems in developing long-term relationships, lack of ability to face limit situations[6] (Carter, 2005).

Legislative changes, operational programs for the decentralization of the child protection system, reparative judicial reform of the child placement regime in a situation of receiving a special protection measure have focused in particular on the best interests of the child and his integration into the biological family or to distant relatives[7]. Nevertheless, the Romanian authorities still fail to overcome the obstacles related to the psychological issue that affects children receiving a protection measure, either through placement or foster care.

This kind of measures taken by the Romanian state, under Law 272/2014, ensure the protection of every child against abuse, negligence and ill-treatment. The Romanian state guarantees to each

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[6] Richard Carter – EveryChild, 2005, https://bettercarenetwork.org/sites/default/files/Family%20Matters%20-%20A%20Study%20of%20Institutional%20Childcare%20in%20Central%20and%20Eastern%20Europe%20and%20the%20former%20Soviet%20Union.pdf.

[7] Children in the child protection system (either from institutions or with alternative family measures) are girls and boys of all ages, between 0 and 26 years old (and over). Boys are slightly better represented than girls (53% compared to 47%). Of all children in the protection system, more than half (56%) are between 10 and 17 years old. Young people at least 18 years old, who are full-time students (or in other special situations), can also benefit from protection in the family of a foster carer or in a residential center up to the age of 26. This category represents a significant percentage, respectively 12% (According to the UNICEF Study - 2016).

institutionalized child, through various laws, measures to ensure a positive climate, education, food and clothing for them[8].

According to the United Nations (UN) Guidelines regarding alternative child care: *"The removal of a child from the family should be seen as a measure of last resort and should be, whenever possible, temporary and as short as possible. On average, a child spends 7.5 years in the system. Children with extended families (especially grandparents) have the shortest duration - 6.2 years, and the longest duration in the system is recorded by children from single-parent families, especially single mothers - 8.35 years… "- (Study on the situation of the special child protection system - 2016).*

In addition to programs that are limited to treating social deprivation, less than those that replace the family environment, the state must provide therapy, psychological and educational assistance. Data from the latest UNICEF[9] report on the study of special protection system reform show that, in child protection institutions, young people were abused mainly by older children but also by those who were meant to take care of their education. In all cases, such events are presented as unpleasant memories, with an attitude of revolt, disapproval, the subjects considering themselves discriminated, abandoned in a "nobody's world", in which they had no one to ask for compassion and support, being forced to find the means of survival by themselves, in this anachronistic "jungle", far from the models of the modern world civilization.

Children in foster care have a low profile in school performance, attention difficulties and generally have poor school results and are not able to adapt to the group. According to studies conducted by Goldfarb, institutionalized children have difficulty adapting and reluctance in the school environment, have poor motivation for homework and have severe problems in acquiring knowledge. Same research has concluded that attention deficit, hyperactivity, emotional lability and impulsivity are other symptoms of children raised in state institutions[10].

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[8] The 2016 UNICEF study shows that 32% of children in the protection system have been separated from their families based on neglect, abuse, exploitation, other forms of violence or a combination of these factors. Overall, 51% of children in the protection system present evidence of abuse, neglect or exploitation in case files. This share increases to 60% of children in state care, if we do not take into account children abandoned in the maternity ward immediately after birth, of which 54% were subjected to neglect in various forms, 15% were abused and 4% passed through exploitation experience. Thus, one in seven children suffered multiple forms of abuse before being included in the child protection system.

[9] Study on the situation of the special child protection system – 2016.

[10] Goldfarb,W. (1955) Effects of psychological deprivation in infancy and subsequent adjustment. American journal of Psychiatry 102, 18—33.

Children who reach the special protection system are less than seven years old[11]. Specialists in the field of child protection, through UNICEF report, find that a child goes through an average of 7.5 years institutionalization.

These figures are not that encouraging and we wonder why the period of institutionalization is so long. One in five young people aged 15-26 spent their entire lives in an institutionalized regime, and almost one in three, 90% of their lives.

Children who are instituted a special protection measure in residential regime benefit from material rights and facilities for access to education, psychological counseling, personal autonomy activities, but not socio-professional integration programs. The difference between the institutionalized child and the one in foster care is not particularly great. Although minors with special protection measures in maternal families benefit from a family climate in which they have a maternal and paternal figure, this is not necessarily a measure to reduce the shock of initial family abandonment or its effects on long term. On the contrary, this measure seen from the emotional perspective of the child seems to be an experience that only disconcerts their emotional life. Unlike the social assistance system, the institutionalized regime with more children has a much more harmful effect in which minors have restricted rights to keep in touch with the natural family and consistently reduces the effects of the development of the future independent adult. Social services that impose an institutionalized measure without genuine human interaction programs ultimately produce dependence on beneficiaries. These cause psychological imbalances, which begin to become more visible after the age of majority, such as: psychoactive substances addiction, depression, difficulties in adapting to an unknown environment and social failure. And all these contribute to a chain evolution of social failures, self-destruction and leads to the risk of conflicts with the law.

In the subsequent sections I will approach the problem of these young people from a psychological and social perspective and I will try to answer the following questions: why do

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[11] Law no. 272/2004, regarding the protection and promotion of children's rights, republished, Art. 64:
(1) The placement of the child who has not reached the age of 7 can be arranged only with the extended family, substitute or foster carer, his placement in a residential service being prohibited.
(2) By exception from the provisions of par. (1), placement in a residential service of a child under the age of 7 may be ordered, in the event that he has severe disabilities, depending on care in specialized residential services.
(3) When establishing the placement measure, it will be followed:
a) placement of the child, with priority, to the extended family or to the substitute family;
b) keeping the siblings together;
c) facilitating the parents' right exercise to visit and maintain contact with the child.

institutionalized children attach to the child protection system? Why is there a fear of projection on the future of these children? What are actually the psychological and educational factors that prevent them from evolving?

I have to mention that specialized studies claim that most children who benefit from a specialized protection measure develop critical behaviors that lead to negative effects on mental health. These threats are customized according to the impact of the shock caused by family abandonment, its origin, mental traits and age. The risk threshold exists especially in adolescents and those who reach early puberty.

However, there are also difficulties in the maternal care system in which, sometimes, children are exposed to an unfortunate experiment. In the absence of relationships based on trust, love and healthy affection, the family that replaces the natural environment causes certain difficulties of attachment to the child. The frequent change of surrogate parents also hinders the child's full development. These children manifest from lack of confidence, suspicion, physical and verbal violence (as a defense mechanism and the recoil to the insecure environment they perceive) to difficulties in adapting to society and behavioral problems. At the same time, their self-esteem and ability to form new bonds are affected.

Firstly, most of these children experienced negligence and abuse by their caregivers. Specialists also suggest that, in general, resistant or disorganized bonds are transferred to the new care relationship[12]. If the attachment is extrapolated to the new relationship with the foster carer or educator at the center, it is very likely that these behaviors will result in the caregiver's alienation from the child. Problems associated with separation may include depressed withdrawal of the child, reticence to surrogate parents, inability to be quiet, or excessive behaviors. These difficulties can frustrate the person caring for the institutionalized child and thus reduce the child's chances of developing a secure attachment.

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[12] Maaskant, A.M., van Rooij, F.B., Bos, H.M.W., Hermanns, J.M.A. (2016). The wellbeing of foster children and their relationship with foster parents and biological parents: a child's perspective. Journal of Social Work Practice, 30(4), 379–395.

SOCIAL IMPACT:
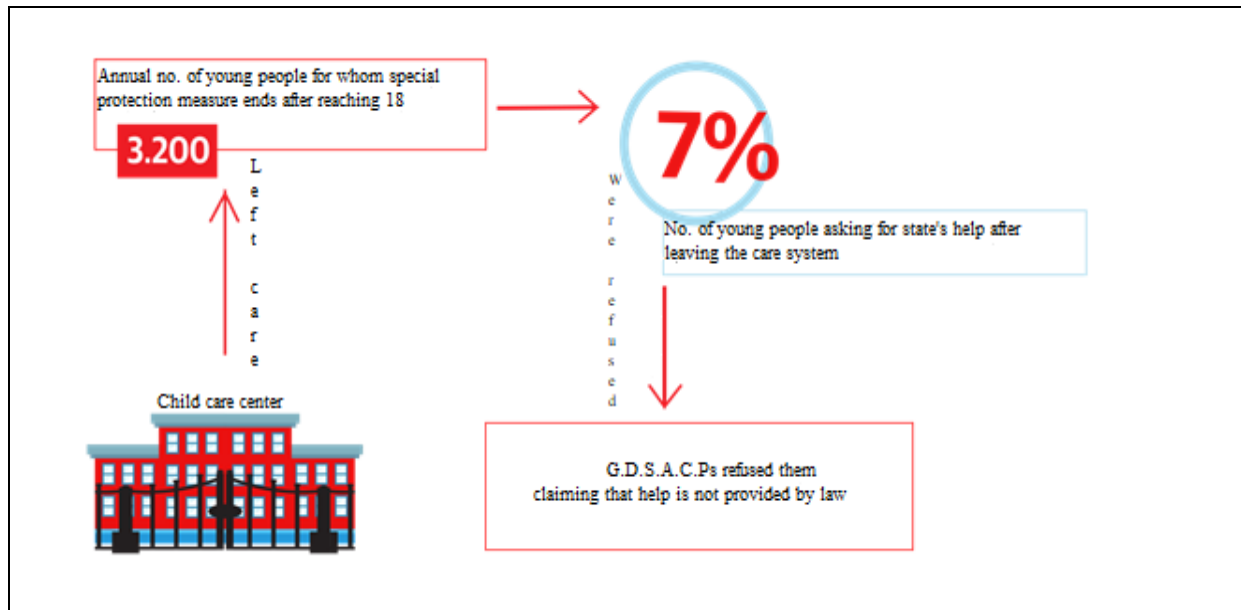
Figure no. 2 – The situation of young people who requested support from G.D.S.A.C.P.s after leaving care[13]

In my doctoral activity I had a series of meetings with young people who left the protection system. The theme of these meetings was related to their life after leaving the placement/residential center, the exit from care. It has to be mentioned that a large percentage of those interviewed showed visible symptoms of emotional shock, possibly due to multiple psychological etiologies. These etiologies include attachment disorder, multiple personality symptoms such as low self-esteem, compulsive behaviors and pathogenic, conflicting reaction in relation to society.

In the absence of psychological and educational intervention programs during the institutionalization period, there is a risk that the negative effects caused by these disorders will degenerate and worsen during the life of the future adult who left the institution. They cause relationship problems with other adults (colleagues, friends, neighbors, etc.) and other disruptive behaviors in the area of antisocial manifestations.

In order to obtain relevant information on the social impact of the exit from care system of young people for whom the special protection measure has ceased in the last 10 years (2009-2019), in February 2019, I addressed, by email, the child protection institutions from each county requesting information on how the preparation for discharge was done and whether there were

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[13] According to the centralized data from some of the G.D.S.A.C.P.s, made by Senator Vlad Alexandrescu for the IROD's Children report, a moral report on children left in the care of the state, 2019.

mechanisms, monitoring programs and support after their discharge. All child protection departments told me that they did not have information about young people who left foster/residential centers earlier than 2010.

Regarding the situation of young people who came out of care after 2009, the answers of the G.D.S.A.C.P.s were:

> 1. *"About the young people who have left the special protection system at the level of the General Directorate of Social Assistance and Child Protection Caraş - Severin, in the last 5 years, we have the following information:*
>   - *57 persons left abroad;*
>   - *85 persons are employed;*
>   - *7 persons continue their studies;*
>   - *26 persons are married;*
>   - *2 persons perform occasional work ;*
>   - *7 persons were not employed;*
>   - *13 persons are classified as disabled and are in the family;*
>   - *15 persons receive care in the Care and Assistance Centers within the G.D.S.A.C.P. Caraş - Severin;*
>   - *11 persons remained in the foster carer's family;*
>   - *No information is available for 26 young people."* - (G.D.S.A.C.P. Caraş – Severin answer, 2019)
> 2. *"Regarding the information we have about the young people whose special protection measure has ceased, we inform you that we do not have these data, because, in accordance with Law 272/2004, art. 74[14], the post-integration monitoring is made only in the case of minors reintegrated in the natural family, by the Public Services of domicile Social Assistance, of the young person's family"* - (G.D.S.A.C.P. Călăraşi answer, 2019)

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[14] Upon termination of special protection measures by reintegrating the child into his family, the public social assistance service, organized at the level of municipalities and cities, persons with social assistance responsibilities in the specialized apparatus of the mayor, as well as the General Directorate of Social Assistance and Child Protection, in the case of the sectors of Bucharest, from the domicile or, as the case may be, from the residence of the parents, they have the obligation to follow the evolution of the child's development, as well as the way in which the parents exercise their rights and fulfill their obligations regarding the child. For this purpose, they shall draw up monthly reports for a period of at least 6 months. Art. 74 of Law 272/2004.

3. *"Young people leaving the special protection system are monitored for a period of 3 months if they are supported by sponsorships from non-governmental organizations… If young people do not receive support through sponsorships, they do not benefit from monitoring. A large part of young people cannot be monitored because they have left the county or are leaving the country in search of a job abroad."* - (G.D.S.A.C.P. Botoșani answer, 2019)

4. *"According to Law 272/2004 republished, post-measure monitoring applies only to children leaving the special protection system and is carried out by the public social assistance service organized at the level of municipalities and cities and by persons with social assistance attributions from the specialized apparatus of the mayor, according to art. 74 of the aforementioned normative act."* - (G.D.S.A.C.P. Iași answer, 2019)

5. *"At this moment we do not have data on all young people who have left the protection system in the last 5 years, because, in accordance with the provisions of art. 74 of Law 272/2004, the monitoring of the child integrated in the family is done for a period of at least 6 months."* - (G.D.S.A.C.P. Gorj answer, 2019)

6. *"Law 272/2004 does not refer to the post-institutional monitoring of young people, but only to the activity of monitoring reintegrations in the natural family…. The case responsible/case manager is accountable for the situation in which a special protection measure has been established according to Law 272/2004, as long as it is an active case, at the moment of the termination of the protection measure and the monitoring period, the case becomes closed."* - (G.D.S.A.C.P. Alba answer, 2019)

Only 37 out of 47 G.D.S.A.C.P.s at national level answered the question:

1. What information do you have about young people for whom the special protection measure has ceased in the last 5 years? (Where are they, how are they doing, how have they integrated?)

The answers provided by the representatives of the G.D.S.A.C.P.s differs from the implementation of the provisions of Law 272/2004. Thus, there are major differences between how different G.D.S.A.C.P.s choose to implement the above-mentioned law.

Some Directorates of Child Protection have chosen to set up social transit services. For example, G.D.S.A.C.P. Bacău, Maramureș and Sector 3. Other child protection departments have chosen to limit themselves to art. 74, of Law 272/2004, on the protection and defense of children's rights.

My requests were objective, they only mentioned the provisions of Article 74 of Law 272/2004 on the protection and promotion of children's rights, avoiding to respond concretely on the solutions identified for young people after the cessation of the special protection measure.

Although the child protection system shows a series of indicators of timid evolution in the development of child protection services, there are internal management factors that warn us that there is a state of social tension in the services. This tension is caused by the fear of persecution and causes aggressive behaviors in communicating with accredited organizations in assessing the situation of young people in difficulty.

The research undertaken is not about fear, is not about condemning, accusing or finding culprits, it is about documenting a phenomenon and finding solutions about the exit from foster care in the last 10 years. Although I felt resistance from G.D.S.A.C.P. representatives in this research, I continued to send questions to better document the phenomenon of exit from foster care. With every visit to placement/residential centers nationwide we asked the directorate other possible questions. I considered it important and relevant for this paper to have two perspectives of analysis and interpretation, namely that of young people in or out of care and that of representatives of the G.D.S.A.C.P.s.

An empirical analysis on the exit from care, from the perspective of both parties, young people (whether or not they have a special protection measure) and specialists (employed in child protection directions) requires time. I consider it an unexplored area, which deserves all our attention to be researched. Since 2011, we have a legislation in the field of social assistance (Law 292/2011) which aims to protect adults at risk. Most of the young people who left the special protection system and whom I met for the purpose of this research, lived with friends, on the street or for rent. I did not introduce the category of young people who left the special protection system

and ended up in detention[15]. The young people on the street are the direct beneficiaries of the Social Assistance Law 292/2011 through night shelters.

AFTER LEAVING THE CARE SYSTEM

- Rent
- Friends/ acquaintances
- Family
- On the streets/ night shelter
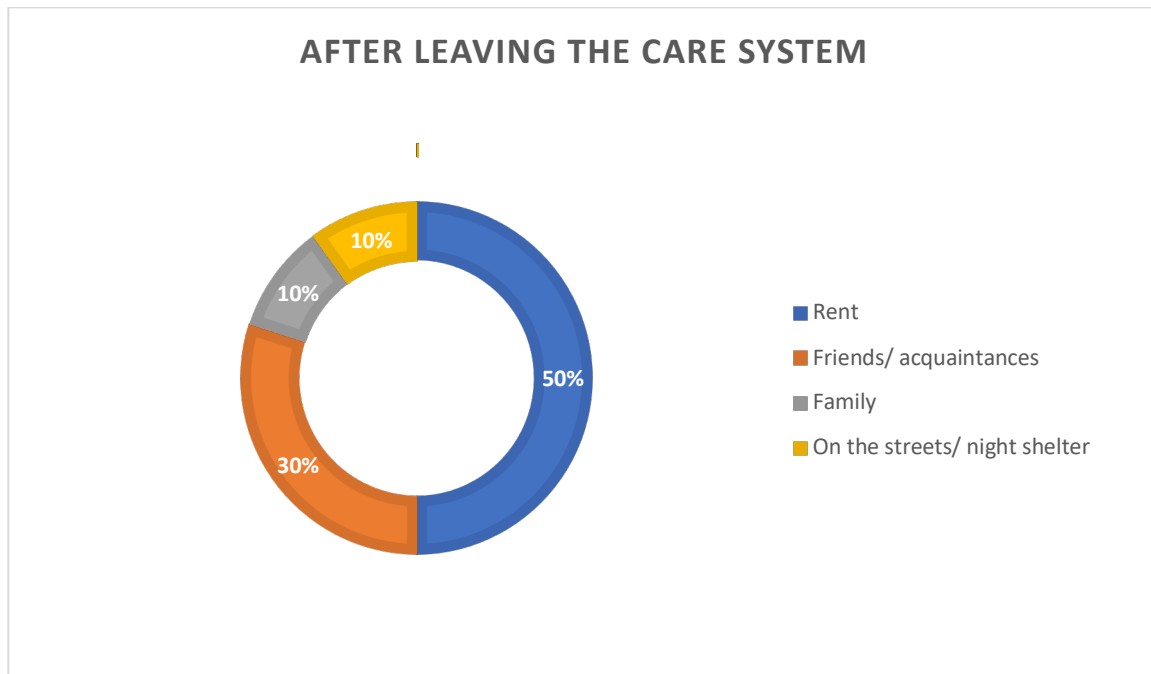
Figure no. 3 – Where did the young people go after the special protection measure ended[16]

The National Strategy for the Protection and Promotion of the Rights of the Child 2014 - 2020 contains, briefly, information on young people who leave the special protection system after reaching the age of 18, but not later than 26 years: *"They are a vulnerable category, exposed to the risk of social exclusion due to the low availability of independent living skills development services. Missing family support and without the skills needed for socio-professional integration, these young people do not benefit from social counseling and assistance services."* (The National Strategy for the Protection and Promotion of the Rights of the Child 2014 – 2020, page 10).

From the interviews conducted with the representatives of the child protection institutions but also with the young people with special protection measures who are preparing to leave the foster care, it turned out that they are not prepared for the moment of leaving it. Most of the young people

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[15] I requested information about the number of young people in detention from placement/residential centers, they told me that they did not have such information in the registers. They just said, generically, there are "many".
[16] Following the application of an online questionnaire, which was attended by 100 young people who have been out of care in the last 10 years.

who are preparing to leave foster care often say they will go to work abroad, others say they will end up on the streets or in detention centers, while a small group would like to live with their biological family.

THE SITUATION AT THE TIME OF APPLICATING THE RESEARCH TOOL

- Rent
- Friends/ acquaintances
- Family
- On the streets/ night shelter

60% — 20% — 14% — 6%
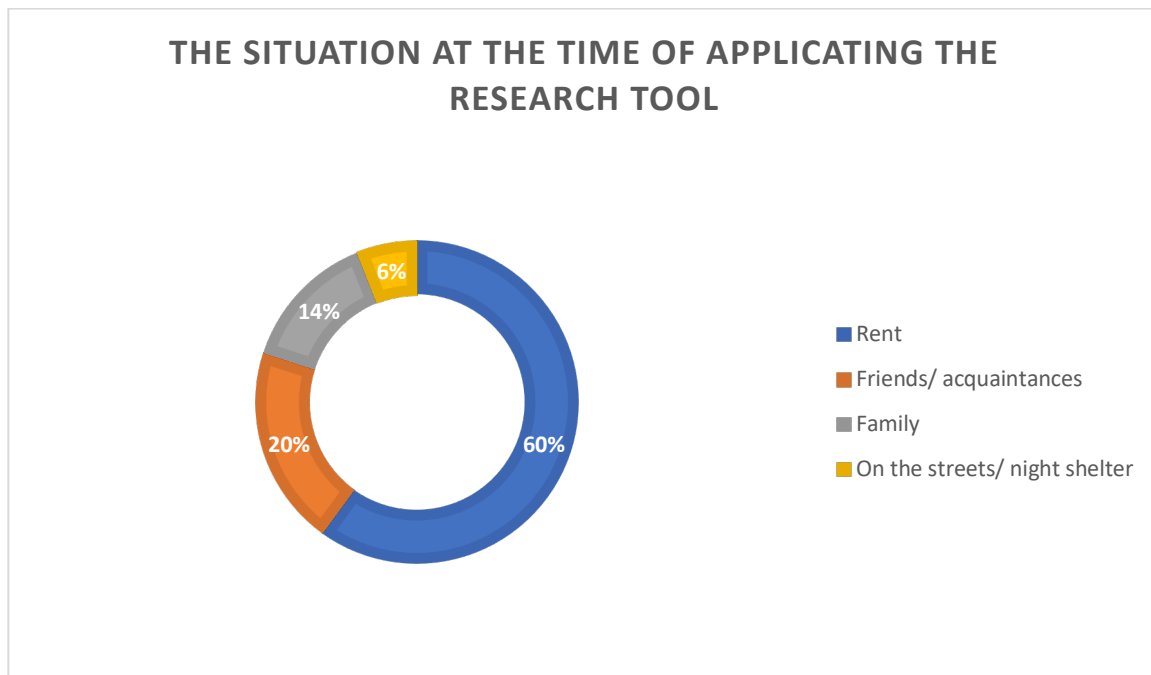
Figure no. 4 – Where do young people who have been out of foster care for the last 10 years currently live [17]

For young people who have left care, reintegration into the biological family is an illusion with a tragic end. Many young people interviewed confessed that they were abusively reintegrated into the biological family, and their parents and/or relatives up to the fourth degree, after enjoying the money received from the state[18], kicked them out of the house without any other long-term support.

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[17] Following the application of an online questionnaire, which was attended by 100 young people who have been out of care in the last 10 years.

[18] According to art. 129, para. (4) of Law 272/2004 on the protection and promotion of child's rights: Children and young people for whom a special protection measure has been established, as well as protected mothers in maternity centers are entitled to an allowance when leaving the special protection system which is granted only once, equal to the value of the minimum gross basic salary per country, guaranteed in payment, established by law. The allowance is granted, upon leaving the special protection system, also to children for whom a final decision approving the adoption has been issued.

Considering this, we are dealing with a third abandonment. These young people cannot succeed or claim to succeed as long as they are direct victims of an incompetent system, which instead of protecting them, destroys their lives.

From my point of view, (re)integration in the biological family is not possible, it cannot be achieved, and below I will give an excerpt from the experience of young people who have been (re)integrated in the biological family:

1. "At 19 years old, they sent me home. Know that I'm sick. My mother is sick, I don't know anything about my father. After he ran out of money, he kicked me out. Now I live on the street, I still sleep on the block stairs in the Aviatorilor area when it's cold." - K. I. (aged 24), Ilfov

2. "He took me straight home from the hospital without my consent on a Friday! And I had nothing to do! I had to stay at my family's house because they wouldn't let me stay with them …" - C. A., (aged 25), Bacău

3. "I was abroad on a vacation. When I returned to the country I went to the center. There they told me that my measure had ceased. It was 11 at night. I didn't even know where to go, I was very scared. I called V. I don't know what he did, they gave me a room until the next day. That's how I managed to stay for a while, until Hope and Homes For Children Romania intervened." - C. N., (aged 27), Bacău

4. "They took me to my mother. My mother spent all the money, she started beating me… I ran away from home. I'm on the streets now". - I. C. (aged 18), Sibiu

5. " They sent me home. What to do at home? I came to Bucharest to work, I went to the FARA Foundation with your help[19] I got to my feet. You couldn't live with mine." - D.C., (aged 25), Tulcea

For all those interviewed, I managed to give them support. More precisely, for the young people who lived on the streets, we turned to the Concordia Humanitarian Foundation, the Metropolis

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[19] I helped him find a job and a place to live.

Philanthropic Foundation, the FARA Foundation to offer them a temporary shelter, up to 2 years. Two years in which young people can get employed and reorganize their lives. All have demonstrated a positive evolution, have a job and live at the foundations mentioned above.

In the next 2 years, approximately 6.500 young people will be discharged from foster care. According to the latest legislative amendments on amending and supplementing Law 272/2004 on the promotion and protection of child's rights, they can benefit from support and monitoring after discharge. At the end of 2019, the Romanian Senate adopted the draft law and now the vote is expected from the decision-making forum, more precisely from the Chamber of Deputies.

Of the 100 young people interviewed, over 30% of them suffered from various diseases, such as HIV, schizophrenia, syphilis, hepatitis C or B. A young man, raised in a foster home in Ilfov, who was begging on Aviatorilor street had all the diseases mentioned above. Other young people were drug addicts.

In Article no. 19, on independent living and integration in the community, commented by G. Palmisano in The United Nations Convention on the Rights of Persons with Disabilities, we understand the role that social services should play for people who exit foster care[20].

Article no. 19

INDEPENDENT LIFE AND INTEGRATION IN THE COMMUNITY

States parties to the present convention recognize the equal right of all persons with disabilities to live in the community, with equal opportunities, and shall take effective and appropriate measures to ensure that persons with disabilities entirely enjoy this right and integration into the community and participation in its life, inclusively ensuring that:

a) people with disabilities have the opportunity to choose their place of residence, where and with whom to live, on an equal footing with others, and are not obliged to live in a certain living environment;

b) people with disabilities have access to a range of home, residential and other community support services, including personal assistance necessary for community life and integration, as well as for the prevention of community isolation or segregation;

[20] Valentina Della Fina, Rachele Cera, Giuseppe Palmisano, (2017), *The United Nations Convention on the Rights of Persons with Disabilities,* Springer International Publishing AG. pp. 353 – 374.

c) community services and facilities for the general population are equally available to people with disabilities and meet their needs.

LEGISLATIVE INTERVENTIONS

Together with non-governmental organizations, the Voice of Abandoned Children and the Council for Institutionalized Youth, we have worked on a number of proposed amendments to amend and supplement legislation in the field of defending and promoting the rights of children and young people after their discharge from foster care. Among our requests were:

1. Increasing the severance pay from one month to 12 months;
2. Monitoring after discharge;
3. Launch of the project *"first room"* for young people after discharge.

At the same time, between 19 and 22 February 2020, I represented Romania at the European Parliament, a participation that consisted in supporting ten recommendations on the transitional mechanisms on discharge. It should be noted that until the ten recommendations were presented to the representatives of the European Parliament, there were six sessions/meetings with over 170 young people from five countries who were under special protection in placement/residential centers and young people who left care in the last 10 years. The project has been running for 2 years in five countries [21]: Italia (Agevolando Association), Croația (FICE Hrvatska), Anglia (The Care Leavers Asociation), Irlanda (CareCeavers' Network) și România (TIBERIUS Association).

After collecting information on young people's experiences of leaving care at the level of each state, we made a list of 10 recommendations, which I supported in the European Parliament. In the following lines I will present the 10 recommendations:

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[21]LeaveCare-LiveLife (LC-LL) Building the European Care Leavers Network for youngsters leaving foster and residential care and actively living and participating in life - https://www.careleavernetwork.eu/wp-content/uploads/2019/02/Current-situation-of-Care-Leavers-and-needs-analysis-report.pdf

1. All rights (CRC) must be valid for EVERY child (even children in the foster care system) in every country in Europe. Every child in their care should have the right to be informed, listened to and participate in decisions that affect their lives.

2. Every child in the foster care system, even if he has disabilities, has the right to choose between educational vocation and university, according to the child's dreams. Every child has the right to a work counselor/mentor before and during employment.

3. Countries should provide free and available healthcare for those leaving the care system. Treatments such as mental/physical abuse, the use of medication should be banned in all European countries. Living with developed traumas will last a lifetime: psychological (therapeutic) support should be available and free for life.

4. The whole process of entering the care system as well as living in the care system in Europe should encourage, where possible, but never forced, relationships with the biological family: ensuring upbringing with siblings, gradual separation from the biological family with family bonding sessions, and family support. It is also important to build strong relationships with social/maternal workers/educators, which is why countries should guarantee their stability.

5. Free legal aid should be available to those leaving the foster care system, especially regarding documents and personal identity. Each country should simplify bureaucracy and provide free access to legal aid in order to obtain documents as soon as possible. Moreover, obtaining the document could allow young people to move to Europe as they wish, to fulfill their dreams without any restrictions. The personal data of those leaving the foster care system, such as educational or health information, should be available and remain available within the system and be used by the government, anonymously, to improve it.

6. A certain financial security will be required for each child in the foster care system. Access to savings should be ensured when they are in care as well as after. Tax and duty exemption should also be ensured by all european countries. All countries should help NGOs financially to work with parents and professionals.

7. Offering a home/accommodation after leaving foster care, when there are no other options.

8. Preparation for autonomy should begin as soon as each person is prepared for this change. Each country should have a national care program that can be adjusted to the specific needs of each young person leaving the foster care system, even if the person is an unaccompanied minor. This program should offer the possibility to become autonomous within 26 years and with all the necessary support (financial, psychological).

9. Specialized trainings should be mandatory and offered regularly to professionals, nurses and children in care. The trainings offered will focus on trauma, attachments, mental health and children's rights. These training sessions should be organized by professionals and people with experience in the field.

10. Each country should have policies on childhood. Responsible politicians need to meet regularly with representatives of children in foster care and their parents. Each state should raise awareness of this issue so as to break the STIGMA against institutionalized youth and children in the foster care system.

Only a common and integrated european policy, applied to all european member states, in the social field, on the removal of young people from foster care in all its forms, can come to their aid after the end of the special protection measure.

The way in which these vulnerable people were taken out of care in the last 10 years after the cessation of the special protection measure in Romania contributed to the development of some types of antisocial behaviors, traumas and inability to adapt and assume an autonomous lifestyle. I have to mention that young people over 18, after leaving foster care, need both socio-professional support and financial guidance, assisted therapy and last but not least, they need a home.

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DEVELOPMENT ASPECTS OF CURATORSHIP AS PHENOMENON OF MODERN ART CULTURE IN GEORGIA

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Abstract
Art Curatorship is the topic which is widely discussed around the world. The institute of art curator is being established in Georgia. Though, no specific research has been conducted to measure the development aspects and challenges of establishment of the institution.
The objective of the research was to study the historical development and creative value of the institute based on curatorship at the museum, gallery and art fairs. Qualitative research methodology was applied, which enabled in-depth analysis of the information collected. Three specific Georgian cases and number of interviews with Georgian curators were appropriate for this work.
The research findings indicate that academia, public, private sector support art curatorship development in Georgia, however, the actions are inconsistent, there is not academic degree on curatorial studies, only some courses on museum studies without fundamental academic approach. It is concluded, therefore, that the institute of art curatorship in Georgia is developing gradually echoing world art processes for further enhancement.

Key words: Art, Curator, culture, development, Georgia

Introduction

As visitors and art lovers, we are used to going into a museum or gallery and looking at carefully selected and displayed artwork. We know there must be a process behind the selection of each piece dictated by all sorts of criteria. The person in charge of completing this selection is the art curator, perhaps not the most visible or recognizable person in a gallery, but possibly one of its most important figures. What a curator does is create a connection among the art pieces which in turn creates something even more valuable than the combination of each piece. The connection of the art pieces within a context creates a storyline, which is what people are going to remember about the ensemble. Finally, in my view, curating is an art in itself.[1] It is not only my view while interviewing the art curators from the National Museum of Georgia and or private gallery all mutually agree and say that curatorship is a creative process and a good curator not only tells a

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[1] https://www.domestika.org/en/blog/2543-what-is-an-art-curator

good story but has the ability to surprise the spectator. He or she can build up a story in which something we know little about connects with something we do not know yet. A good curator creates sources of knowledge that inspire and to which we aspire.

The word "curator" comes from the Latin word curare, which means "to take care". In Ancient Rome, curators were in charge of overseeing the bathhouses, aqueducts, and sewers. In Medieval times, the curatus was a priest devoted to the care of souls. By the 18th century, the curator was the person looking after art collections and artifacts. And the development of the curator does not end there.[2]

Today, no event of any scope and significance is held on the art scene without a curator. Working in the field of art is no longer possible without interacting with the institution of the curator. However, the attitude towards this institution is dual. Some experts in the art market see it as an obvious threat to the further development of art history, as it threatens the artist to retain his/her creative "independence". Others, on the contrary, are convinced that it is the institution of the curator involved in activating creative thinking that focuses on the most pressing issues of our time. For the establishment of the Curator Institute, one of the most important aspects is the historical basis. Against the background of the establishment of the Curatorial Institute, we can consider two main forms of cooperation between the artist and the society: artistic order and market relations.

The beginning of curatorial activities until the end of the XIX century is mainly realized by the activities of customers/consumers. As all, we know the order can be either public, ecclesiastical, or private, where the customer is a state, church, or private person. In the tandem of cooperation, the "customer-performer" was a complex mechanism within which the customer expressed the regulatory factor necessary for the artist's creative activity, the impact of which depended on a particular historical epoch and ongoing processes.

The artistic order differed according to their specifics, where the client performs such functions as selecting artists, setting tasks, monitoring the progress of the work, carrying out the initial qualitative evaluation of the work performed, creating collections, etc. - All this creates

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[2] https://magazine.artland.com/10-influential-curators-shaping-the-art-world-today/

preconditions for the emergence of a modern curatorial institution. Consequently, the curator has always existed to some extent. It should also be noted that until the end of the 19th century, the concept of "customer" completely included the concept of "curator". Today, the situation has changed and the curator in the role of "customer" is one of the aspects of the curatorial activity. The main preconditions for this are the cooperation and features of the market of artistic practice in the 20th century. The order does not disappear completely, but it loses its dominant role, and the floor goes to free-market relations.

Several circumstances contributed to the development of the Curator Institute. First, throughout the 20th century, the development of artistic culture was accompanied by a sharp thirst for change, the search for new forms. This put art before the choice of the past (classical, modernism) and the present (postmodernism). The formation of non-academic forms of artistic creation began intensively, new principles of art formation emerged. Art has intensively gone beyond figurative painting, breaking down traditional boundaries of art. The recession of art was often carried out not based on traditional styles, techniques, and genres but based on the presentation of various forms. Various features of communication between the viewer and the work have been added to the evaluation criteria system. This contributed to the emergence of fundamentally new forms of presentation of artistic thought, and this new form was performance and installation.

An independent curator appears as an organizer of temporary exhibitions in a museum, gallery, or any other exhibition space not as an official employee. This was since in the 1960s and 1970s, institutional frameworks for the presentation of art dictated certain approaches, which prevented curators with an innovative approach. Certain institutional frameworks have hindered new-minded curators, who have begun to break the rules and implement interesting projects, even if it is against the museum's program.

The main credo of their work was "Independence and Radicalism" for Jean-Yuber Marten, the notion of "independent curator" associated with "independent, free-thinking"

The first to openly embrace the unknown path of independent curatorial was Harald Szeemann. Harald Szeemann, now known as the father of curatology, organized his first exhibition in 1957, as he claims, by accident. A large-scale exhibition entitled "Artists-Poets and Poets-Artists" was held in Bern, which included authors from the Renaissance era to modern times.

Harald Szeemann began his work as an exhibition curator in 1957, and in 1961, at age 28, he was appointed director of the Kunsthalle Bern, becoming one of the youngest museum directors in the

world. He transformed the institution into an international showcase, focusing at once on current developments in contemporary art, such as kinetic art, op art, and Happenings, as well as visionary folk artists and popular culture. Szeemann cultivated close collaborations with artists and began traveling the globe in search of new developments in art; in this early phase, he developed the exhibition and research methods that would ground all his future endeavors. He organized two major international exhibitions which would cement his reputation as a visionary: *Live in Your Head: When Attitudes Become Form* (1969), followed by the fifth edition of Documenta, *Questioning Reality: Pictorial Worlds Today* (1972). With these exhibitions, he moved towards a more experimental approach to curating that, by some accounts, centered the curator as an auteur. Szeemann often found himself at odds with artists, trustees, and museum professionals and the intense response to *Attitudes* led Szeemann to resign from Kunsthalle Bern. Following this period of controversy and the conclusion of *Documenta 5* in 1972, Szeemann found himself with no commission and no immediate prospects. Undaunted, he began to curate an exhibition in his apartment. *Grandfather: A Pioneer Like Us* examined the fascinating life of Szeemann's grandfather, Etienne Szeemann, an inventive hairdresser and wigmaker who had developed his permanent wave machine. Part artist's museum and part surrealist experiment, the exhibition used the possessions of Szeemann's grandfather to produce a series of dynamic and surprising juxtapositions that simultaneously explored the contours of his grandfather's biography, the migrations of people across Europe throughout wars in the twentieth century, the development of hairdressing as parallel modernism with its visionaries and avant-gardes, and the essence of curating itself as a creative and meaningful activity.

The exhibition marks a significant moment in Szeemann's development, as it set in motion a series of projects that challenged what constitutes both exhibitions and institutions, whilst redefining the practice of curating. This full-scale reconstruction is a culmination of three years of research and conservation by the Getty Research Institute, Los Angeles. Szeemann maintained most of the hundreds of elements from the original exhibition, including furniture, and this presentation carefully reproduces it, complete with family photographs, his grandfather's art collection, household objects, and the fascinating tools of the hairdressing trade.[3]

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[3] https://www.swissinstitute.net/exhibition/harald-szeemann-grandfather-a-pioneer-like-us/

The second representative of the establishment of the Curator Institute - Yolter Hops. Despite the great influence of the institutional order, he also tried to overcome them. At the same time, the struggle that led to it was going on without avoiding internal institutional activities. He was sort of a gonzo museum director -- elusive, unpredictable, outlandish in his range, jagged in his vision, heedless of rules. That's if you could find him, which wasn't always easy. But Hopps, who died Sunday in Los Angeles at the age of 72, had a peculiar gift. He found artists, wonderful artists, and he found them first. That's because he had a knack. He wasn't just for abstraction, or photography, or funk art or assemblage or political art or street art. He was for all of these at once. No one idea controlled him. When he became director of the Washington Gallery of Modern Art in 1967, all the art that he displayed there -- colored stripes by Gene Davis or street art from Los Angeles or paintings on linoleum by the group the Hairy Who -- looked utterly unlike anything that had been shown at that gallery before. When he became director of the Corcoran Gallery of Art, he showed visionary architecture -- Paolo Soleri's. Also New York abstract expressionist sculpture -- David Smith's. Hopps's Smith installation began on the second floor, marched down the broad stairs, continued through the door, between the guardian lions, across 17th street, and flowed out into the park beside the White House grounds.

A lot of his colleagues were cautious followers. Not Hopps. He was the first to show Andy Warhol's pop art. He also was the first to show Ed Ruscha, Ed Kienholz, and Frank Stella. Ruscha makes flawless drawings with words in them (these are now on exhibition at the National Gallery), and Kienholz made funky, gut-punching assemblages, and Stella makes big abstractions. Their work has nothing in common, except that it's terrific. This sufficed for Hopps.

There is no 20th-century conceptualist as influential as Marcel Duchamp. This now is obvious, but it wasn't when Hopps installed the first Duchamp retrospective in Pasadena, Calif., in 1963. He did as much for Barnett Newman, who made empty fields of color, and for Joseph Cornell, who made evocative little boxes. He even introduced R. Crumb, who drew comics, to the museum world.

When he moved to Washington in the early 1960s he did his scouting here. Sam Gilliam, Ed McGowin, William Christenberry, Rockne Krebs, John Gossage -- Hopps reached out to all of them. Go back through his record, and it's like a pounding drumbeat, first, first, first, first.

Walter Hopps began his art career as a college kid in California. Toward the end of his life, he worked for both the Menil Collection in Houston, where he was its founding director and for the

Guggenheim in Manhattan. Right until the end Hopps was searching out unfamiliar artists of exceptional accomplishment. He may have been the finest art scout of his age.

He often astonished. That was part of who he was. He also often vanished. James T. Demetrion, former director of the Smithsonian's Hirshhorn Museum, was studying at UCLA when Hopps hired him as the curator of the Pasadena Art Museum. Hopps, Demetrion recalls, once began to hang a Jasper Johns exhibit the night before it opened. "He said he'd show up at 9 p.m., though of course, he didn't. He strolled in after midnight, and we were there all night. Still, the show looked great."

Hopps would often work three days without a break, and then disappear for the same amount of time. When he was working at the Smithsonian's National Collection of Fine Arts his boss, Joshua C. Taylor was sometimes heard to say, "If I could find him, I'd fire him." But of course, he didn't. Hopps always kept roaring back. That was part of him, too.

Artists surrounded him. When he was serving as the NCFA's curator of 20th-century American art, he borrowed a downtown storefront here to mount a group show he called "Thirty-Six Hours." The idea was simple. He'd be there for that period, and while there he'd hang anything anyone brought in. And what he saw he remembered. Hopps kept a kind of mental store of everything he'd seen, and every image in it was retrievable at will. All you had to do was ask.[4]

Zeeman's curatorial approach was mostly on concept-based expositions, in other words having the concept and gathering artists and selected the artworks around the concept. With Hoops on the contrary creating the exposition around the artworks.

Formed in the late 19th and early 20th centuries, it was successfully established in the West and throughout the twentieth century is considered to be the true "golden age" of curators, establishing itself between two worlds, art, and the market.

National Context

At the national level, we have a different situation. In Georgia, the process has stalled due to political changes - a totalitarian regime that predetermined the long existence of the artistic

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[4] *Paul Richard* Special to The Washington Post, Tuesday, March 22, 2005; Page C01

community in the face of spatial isolation. This has led to the fact that while the main institutions in the field of art have already been successful in the United States and Western Europe, only the weak preconditions for their formation have appeared in the Soviet Union, including Georgia.

The political situation in the country changed in the late '80s and the "backward" country has the opportunity to change the situation. As a result, art galleries, salons, auction houses, and other most important components of the art market have been established. Accordingly, there is a need for a professional mediator or curator. During the relatively short period of operation of the National Art Market, the Curatorial Institute was significantly strengthened and occupied one of the most important niches in a number of art institutes. It should also be noted that this institution did not emerge in an empty space, and during the Soviet era there were people who organized exhibitions at a high professional level, but the functional orientation of their activities was significantly narrower than what appeared within the developed art market. During in-depth interviews, I had with curators from the national museum and private galleries all consider the importance of theoretical bases e.g there is no academic degree on curatorial studies, only some courses on museum studies without fundamental academic approach.

Case study- Curatorial Exhibition, 'Red Terror and Georgian Artists at the Georgian National Museum.

"To be shot to death like wary dogs"- The red inscription on the floor of the museum reads. This kind of verdict was often heard in the court when innocent people, public figures, and artists were executed by the Soviet Regime.

There are many names of Georgian artists, both contemporary and from the previous century, that are known internationally, yet there are many that have been in the shadows for years, forgotten as a result of Soviet rule. To remember and reintroduce the great representatives of Georgian art of the 1920s-40s, the Georgian National Museum for the first time presents the exhibition 'Red Terror and Georgian Artists.'

The mass repressions known as the "Red Terror," a powerful weapon directed towards total control, touched upon all layers and ages of society. The mass repressions hit both Georgian and foreign artists living in Georgia, whose creative and public activities had them standing as the vanguard of the country's art processes. Great Georgian artists such as Petre Otskheli, Dimitri Shevadnadze, and Vakhtang Kotetishvili fell victim to the Soviet rule and were shot for their work.

These are artists who stood out for their individuality and courage, and distinct styles and ideas that were not acceptable to the Soviet authorities. Foreign artists who lived and worked in Georgia, Henryk Hryniewski and Richard Sommer, were accused of either counterrevolutionary activities or espionage and were executed like their Georgian counterparts, while Kiril Zdanevich, Ivane Pataridze, and Vasily Shukhaev spent years in expatriation. Ria Mikadze and Nino Zaalishvili were charged as "family members of public enemies." People saw the repressions take everything they had, sometimes even their lives. Those who survived execution or expatriation were forced to live in conditions of limited freedom of expression and their creative life suffered under Tsarist and later Communist Russia.

Content of the exhibition

The exhibition Red Terror and Georgian Artists represents the creativity of the repressed artists and the general atmosphere of 1930-40s Georgian art.

"The exhibition incorporates two parts. The first focuses on five artists that experienced the worst pressure and were shot," Eka Kiknadze, the head of the National Gallery and organizer of the project, told: "The works of Dimitri Shevardnadze, Petre Otskheli, Vakhtang Kotetishvili, Richard Sommer and Henryk Hryniewski are being exhibited on the first floor. The second part of the display is devoted to Georgian artists of the 1920s-1940s. Through these works, we aim to show how the Soviet regime and its ideology influenced art. The exhibition clearly shows the transformation of the artists, how they worked before and after the severe repressions. The Red Terror was especially painful for the artists who worked in the 1910s and so were able to experience Georgia as an independent country with easy access to Europe until they were separated from it by the Iron Curtain. When the Bolsheviks came to power, the artists were given the order to portray the Soviet regime in a good way and therefore they were restricted from freely expressing themselves in their artworks. They were forced to lie and create an illusion of the cruel reality," she added.

One highlight of the exhibition is that visitors will be able to discover sculptor Vakhtang Kotetishvili. "He is known to society as a splendid writer, but he is less known as a sculptor," Kiknadze told us. "His wooden statue of a man on his knees represents a symbol of that epoch and people persecuted and oppressed by the totalitarian rule. We chose his sculpture as the main hero of the exhibition since whereas all the artists in the 1930s were ordered to paint happy Soviet

citizens and countries, Kotetishvili dared to carve a statue of a man on his knees, demonstrating a devastated and unhappy man living in the Soviet Union."

All five artists presented on the first floor are exceptional personalities who contributed to Georgian culture. Dimitri Shevardnadze is the founder of the National Gallery of Georgia, having himself collected almost all the artworks by Niko Pirosmanashvili (Pirosmani). He also actively took part in establishing the Tbilisi Academy of Arts with Henryk Hryniewski. Shevardnadze also founded a program of museum management in Georgia and was both initiator and participant of the cultural life of Georgia in the 1920-30s.

Yet another victim and important personality whose bold and cutting-edge artworks are presented at the venue is Petre Otskheli, recognized as a modernist and one of the most progressive artists of his time, not only in Georgia but internationally.

"The second part of the display showcases how artists were influenced by the totalitarian regime and show the contrast between their paintings, before the occupation and after it. This can be clearly seen in famous Georgian artist Elene Akhvlediani's two works, the first painted in the 1920s in a free manner, where the artist's style and signature is visible, while the second artwork, named 'Abastumi Resort' was made in 1940 on order," Kiknadze said. "At that time, Soviet censorship approved and supported only naturalist paintings. At the venue, one can see examples of Soviet censorship and the artworks that were criticized or prohibited due to their distinctiveness. At the time, jury members instead of art critiques, representatives of the Communist Workers' Party, evaluated the paintings not from an artistic or aesthetic point of view but based on how it coincided with Soviet ideology.".

It should be noted that the exhibition was followed by curatorial tours, artistic talks and various educational programs.

Summary/Conclusion

The given case shows that the exhibition encompassed all features and indicators of today's contemporary curatorship resting between two interpretations: the art curator takes care of the works, but also gives them a larger context, framing objects intellectually, historically, and socially. The Curator of the exhibition provides information, connections, and even contrasts to

understand what makes art relevant today, and not only reflects meaning but contribute to debates and new understandings. The curator is, more and more, an auteur who experiments with different formats, different ways of experiencing the art, and creating different meanings. Like an artist, the contemporary curator tests old formats and invents new ones.

Summarizing this part of the research, we can say that the degree of development of curatorial activities in foreign countries differs significantly from the functioning in the conditions of the Georgian reality.

It is concluded, therefore, that the institute of art curatorship in Georgia is developing gradually echoing world art processes for further enhancement.

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"OPERATION DYNAMO": INTEGRATING SPECIAL EDUCATION SUCCESSFULLY INTO REGULAR SCHOOLS

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Abstract

Recently, in Israel the "reform of the inclusion" (integrating the special education into the regular education) transferred budgets from special education to regular education by increasing the trend of the integration of special education children in regular schools. From now on, most of these children will be placed in regular classrooms. This situation is likely to flood the regular education stream with challenges that these schools have not yet dealt with. The knowledge of the teachers, mental perceptions, and the school mechanisms are not compatible to cope with special education children. No means have been assigned to prepare the teachers for the new challenge or to change the schools' organizational structures to support the reform.

The process described here was developed to build "Operation Dynamo" to support for regular schools and the purpose of this process was to use the power of teachers, educational consultants, and principals from special schools to help regular schools prepare for the upcoming change. The process included two groups of 20 participants, each group included teachers, consultants, and managers of special educational institutions. These groups were the first core of a specialist education center which will support regular schools during the reform. The participants took part in 8 workshops during which they mapped the "DNA" of their practice - the knowledge, values, and mechanisms that are the basis of the treatment of the special education child. Based on this knowledge, instruction manuals and protocols were built to convey this knowledge to regular schools through personal and group training processes. Today, this is an ongoing process. Independent initiatives are being held to convey this knowledge and collectively help the success of the reform and to transfer vital knowledge between the educational systems.

 Key words: special education, regular education, reform of the inclusion, integration, training processes

USING A CLINICAL SIMULATOR SYSTEM TO IMPROVE TEACHERS' LEARNING AND EFFECTIVENESS

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Abstract

Clinical learning is an approach used by medical schools and recently, it has also been used for training new teachers. This is a type of learning that exposes new teachers to the professional knowledge and experience of expert teachers (teaching methods, class management, decision-making). The learning process usually takes place within a learning community of teachers. These teachers learn through experience and study their own professional practice - effective ways of transferring knowledge, personal biases that limit them and professional beliefs and identity.

Clinical learning uses simulation (clinical simulator) or real-life processes as its learning materials. In this case, the simulator usually takes place at the field – the school, in close proximity to practice. Unlike other simulators, the processes of analysis or observation in this context does not deal with relationships and behaviors between persons (a conversation with a parent, confrontation with student, feedback giving, discipline at the classroom, etc.), but deals with professional aspects of the work – the way teachers teach. The simulator comes to assists teachers, administrators, and school to maintain the best pedagogical processes.

12 elementary school teachers participated in using the clinical simulator. First, a learning community was built that was characterized by mutual trust, a willingness to expose their practice, and a solid ethical code. The community then set its teaching goals. The practices they needed to improve – differential teaching processes - were selected. The teachers also defined personal goals for improving their teaching styles. Later on, lessons administered by the group members were videoed. The group analyzed the lessons, gave feedback to the teachers, and formulated new ways of teaching to repair problems discovered. It was found that all the teachers felt an improvement in their styles of teaching far beyond any other professional development processes they had previously participated in.

Key words: simulation, learning effectiveness, teaching methods, pedagogical processes, real-life processes

ILLEGAL BUT ACCEPTED: A STUDY OF THE RISING POPULARITY OF ELECTRONIC CIGARETTES IN THAI TEENAGERS

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Abstract

In Thailand, due to the legal prohibition of e-cigarettes enforced by the government since 2014, little attention is made to advance research on issues related to e-cigarettes, compared to other countries. Thus, the awareness of e-cigarettes utilization among Thai teenagers, a group potentially tempted to try smoking, become subtle. This research therefore aims to conduct a survey to investigate causes, attitudes and behaviours of Thai high schoolers on e-cigarettes. Based on the survey with 132 high school students, both men and women, the result reveals that 61% of them tried smoking e-cigarettes, while 38.6 % did not. In addition, it also shows that 91.7% of those who tried smoking were introduced to e-cigarettes by their close peers. Moreover, the top three reasons that make them smoke were taste and smell (42.9%), stress relief (38.3%), and invitations from friends (30.1%). These therefore are considered as prominent causes leading to smoking habits among the respondents. Concerning the attitudes toward smoking e-cigarettes, it is commonly perceived that purchase of e-cigarettes is easily accessible and is usual for modern day teenagers to smoke them. Despite the majority of the respondents having known about the illegality and risks associated with smoking e-cigarettes, such illegal availability potentially keeps the habit unaltered. This study therefore suggests that there exist illegal acts upon smoking e-cigarettes among this vulnerable age group. A more rigour control to forbid the purchase of e-cigarettes and more serious attention to raise awareness of harmful effects should be performed by those taking part including the government, schools, teachers, and parents.

Keywords; Attitudes; Friends' influence; E-cigarettes; High school students

HUMAN BEHAVIOR AND ENVIRONMENT DUE TO PANDEMIC OF COVID-19

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Abstract

Covid-19 is an event which has transformed the lives of all humans throughout the world. Currently, people cannot do things that they normally would have done such as interacting with their friends, acquaintances and colleagues face-to-face as they would place themselves and those close to them at risks. I believe the key to solving this problem would be to use what is called "social distancing" and adapt accordingly. One widely-used solution is social distancing. By distancing yourself from others, the increasing number of infections can be stopped to a certain degree. Surprisingly, in addition to the medical aspect, social distancing is also beneficial for the environment. As is already known, social distancing requires that all businesses and industries be closed. As a result, the carbon emission are set to fall by almost 8 percent from over the past ten-years . Positive changes are also happening to the wildlife. Normally, humans tend to dump plastic and other hazardous waste into water bodies, crippling and killing marine creatures in the process. At present, with social distancing a part of our behaviours, the destruction has been temporarily halted, nature is restoring itself and some endangered animals are reappearing. As these changes only happened recently, it is safe to conclude that these are direct consequences of social distancing.

Regrettably, this improvement in the environment may only be short-lived as from the moment when this global pandemic disappears from the Earth, people's detrimental behaviours towards the nature will return and revert the nature towards its former course. As such, I suggest that the best way to solve the problem is by taking heed of our former mistakes and never let them repeat. If we continue to destroy the nature as we would normally have done, there would certainly be no saving it.

Keywords: The pandemic situation; Human behaviors; social distancing; Environment

THE CORE COMPETENCIES FOR THAI HIGH-SCHOOL STUDENTS TO ENTER MEDICAL SCHOOL

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Abstract

A large number of Thai high school students desire to continue their higher education in medicine. As a potential medical student, there is a set of competencies required by the Association of American Medical College (AAMC), which can be divided into three main cores: pre-professional, thinking and reasoning, and science. All of which constitute 15 separate competencies. This study aims to assess the competencies of Thai high school students who choose to enter medical schools based on a 5-Likert scale survey containing 15 items with 100 respondents. The results reveal that the majority of the respondents perceive that they have a relatively higher level of confidence in pre-professional competencies ($\bar{x}$ = 4.25), especially in respect of social orientation, teamwork, ethical responsibility to self and others, and reliability and dependability. In contrast, the respondents perceive a relatively lower level of confidence when considering science competencies ($\bar{x}$ = 4.07), and thinking and reasoning competencies ($\bar{x}$ = 3.98), especially in quantitative reasoning and written communication. In addition, the analysis shows that there is no disparity between male (N = 29) and female (N = 71) students from an overall perspective. However, when considering the individual competencies, male students appear to have a greater level of confidence in capacity for improvement and quantitative reasoning than that of girls. On the other hand, girls express a higher level of confidence than males in social skills and cultural dependence. The findings suggest that while the prospective students are well-equipped in pre-professional competencies, there remain areas of improvement that high school students aiming to pursue a degree in medicine have to take into consideration in particular those related to thinking and reasoning which is the ability to use logical explanations and apply quantitative reasoning to solve problems. Such competencies are considered crucial in handling medical tasks which often are associated with medical dilemmas.

Keywords: Medical Core competencies; Pre-professional competencies; Thinking and Reasoning competencies; Science competencies; Service Orientation; Ethical Responsibility; Quantitative Reasonin

EXCEPTIONS TO THE EXCLUSIONARY RULE REGARDING THE FRUITS OF ILLEGALLY OBTAINED EVIDENCE IN THE NEW ROMANIAN CRIMINAL PROCEDURE CODE

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Abstract

The present article aims to analyze exceptions put in place by the new Romanian Criminal Procedure Code to the Exclusionary Rule regarding the fruits of illegally obtained evidence. It analyzes the general exceptions recognized by the Romanian legislator in relation to the exceptions generally accepted in the criminal procedure systems where such exceptions exist, but also the specific view that the Romanian legislator and the Constitutional Court have taken in interpreting the nature and the significance of the exclusionary rule and its exceptions.

Key words: fruits of illegally obtained evidence.

I. Introduction

The general rule of exclusion is regulated by article 102 par. 2 of the New Criminal Procedure Code (CPC), which states: "*Illegally obtained evidence cannot be used in the criminal trial*".

Although this legal norm seems far-reaching through its general wording which seems to indicate that any illegality in the administration of evidence will have the cut-off effect of the exclusion of such evidence from the criminal trial, things are not entirely so, but we will examine that later on.

For now, we need to point out that the notion itself of "illegal" was under some serious controversy, mainly regarding its connection with another crucial sanction in the criminal law field, that of the nullity. Whether or not this sanction – the exclusion of illegally obtained evidence from the criminal trial - is an independent one or it's just a consequence of nullities was intensely debated in the legal doctrine and judicial practice.

It must be said, though, that the legal system that enacted this sanction undoubtedly viewed it as an independent sanction, and even one of fundamental importance. We of course refer to the common law system which does not even officially recognize the sanction of nullities[1].

An altogether story is to be found on the European Continent where the sanction of nullity is traditionally *the* sanction to be applied with regards to all breaches of criminal procedure rule[2]s. But when the transplant of legal institutions occurs, traditional things are to be viewed in a different light, barring in mind the purpose of the newly introduced legal norm.

That being said, we have always opted for recognizing the exclusionary rule the importance it deserved, considering it a fundamental institution operating in the field of evidence even without any connection to the sanction of nullity, which is not even specific to the field of evidence. Indeed, the nullity may be the best instrument to answer such breaches as the ones occurring in the fields of jurisdiction, venue, decisions and ordinances issued and so on, but it is not even convincing when applied to a disloyally obtained evidence.

It has to be said, though, that the Constitutional Court did not embrace this view of the nature of this institution, considering it to be rather a secondary one, incidental only when a breach of legal norm can be sanctioned with an absolute or a relative nullity. Basically, what the Constitutional Court is telling us in it decision number 383/2005 is that *"a proof cannot be obtained illegally unless the means of proof or the evidentiary procedure by which it is obtained is illegal, this implying the illegality of the disposition, authorization or administration of the evidence. So, their illegality is sanctioned by article 102 paragraph 3 of the Criminal procedure Code by applying the regime of absolute or relative nullity"[3]*.

So, we must conclude that at this point in the evolution of the interpretation of art. 102 CPC, unless one can identify a breach of legal norm that generates the sanction of nullity, there is no way to put forward a claim and to so decide the exclusion of any particular evidence.

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[1] For an analysis of the way these two sanctions relate to one another and interact to each other, in the common law system and in the Continental Europe, see Stephen C. Thaman, *Balancing Truth Against Human Rights: A Theory of Modern Exclusionary Rules*, in S.C. Thaman (editor), *Exclusionary Rules in Comparative Law*, Springer Netherlands, 2003, p. 403.
[2] Idem, p. 410.
[3] See, in extent, Voicu Puşcaşu, Cristinel Ghigheci, *Codul de procedură penală adnotat*, vol. I, Partea generală, Universul juridic, 2019, p. 286.

Returning to the exclusionary rule, we must also notice that the second paragraph of article 102 CPC seems to allow no exceptions to this rule, therefor all illegal evidence is to be excluded in the preliminary chamber procedure (before the trial itself begins in front of the court).

However, the rule of exclusion of art. 102 par. 2 CPC concerns only the primary illegal evidence, not the secondary (subsidiary) evidence, which is obtained from the former, in a derived fashion. So, we cannot consider, then, that the second paragraph of article no. 102 puts forward a general rule of excluding all subsidiary evidence obtained from or as a consequence of a main, illegal evidence.

So then, what we need to analyze is whether the new CPC states such rules concerning this secondary evidence and, if so, what are these rules concerning the exclusion of the subsidiary evidence and how broad is their reach?

II. Fruits of the Poisonous Tree Doctrine

The fruits of the poisonous tree doctrine basically states the general rule that all evidence obtained from a tainted, illegal, evidence is to be considered also tainted, mainly because its source is vitiated (and something illegal cannot and should not generate legal consequences), but also because retaining its legality would allow and perhaps even stimulate future breaches of the law. So, by a comparison with a tree - whatever fruits a poisonous tree produces is, ipso facto, poisonous – similarly whichever consequence an illegal evidence generates, it should not be considered legal, because its very existence is due to the same illegality.

Of course, accepting such broad interpretation of this doctrine will generate serious detrimental effects in the criminal trial. When putting in balance the general need for truth-finding and the sanctioning of criminal offenders and, on the other hand, the imperative of obeying the criminal procedure law down to its furthest reaching areas and whatever the consequences, any one legislature never finds himself in front of a simple choice. So, a reasonable solution must be found that is as close to fulfilling all these purposes as it can be.

So, let's analyze, then, how the Romanian legislator answered this difficult question.

Regarding the fruits of the poisonous tree doctrine, there are two rules to be found in the CPC.

The first is that of article 102 par. 4, which states: "*The fruits of illegally obtained evidence are to be excluded if they were obtained directly from illegal evidence* unless they could have been obtained in a different way". We will return to the exception "*unless…*" later on in our analysis.

So, this legal norm is the one that actually states the general rule of the exclusion of subsidiary evidence, which is the consequence of primary, illegal evidence, thus applying the fruits of the poisonous tree doctrine.

The second rule that concerns this doctrine is that of art. 102 par. 1 of CPC, which states: "*Evidence obtained by torture and evidence **derived** from such evidence cannot be used in the criminal trial*".

Although this is the first rule mentioned by article no. 102 of the CPC, it as actually just an application of both the general principles instituted by the aforementioned rules of paragraphs 2 (exclusion of primary tainted evidence) and 4 (exclusion of subsidiary evidence), but the legislator opted in beginning the article with this paragraph because of the impact the exclusionary rule must have when it comes to use of torture in a criminal proceeding.

III. Analysis of the Exceptions to the Rule of Exclusion of the Subsidiary Evidence

First of all, it has to be noted that the rule of art. 102 par. 1 CPC (concerning torture) allows for no exceptions, whether it's about the primary or the secondary evidence that is tainted by the use of torture.

So, whenever torture is used, the evidence, of primary or subsidiary nature, cannot be used in the criminal trial. This is not only normal, but also strictly imposed by the international obligations that Romania has accepted by adopting several international documents, mainly the European Convention on Human Rights, which in article no. 3 states the absolute right of the person not to be subjected to torture. Also, the European Court of Human Rights has stated repeatedly that such rule forbids the use of primary, but also of secondary evidence which is the result of torture[4].

Then, there is, of course, the 1984 U.N. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, which in article number 15 states as follows: *"Each State Party shall ensure that any statement which is established to have been made as a result of torture shall not be invoked as evidence in any proceedings, except against a person accused of torture as evidence that the statement was made"*.

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[4] Jalloh vs. Germany, par. 105, to be found on the ECHR website - https://hudoc.echr.coe.int/eng-press#{%22itemid%22:[%22003-1723669-1807285%22]}.

Not least, there is also the 1987 European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment that Romania has ratified on the 4th of October 1994, its entry into force being on the 1st of February 1995.

Although the Romanian Criminal procedure code allows for no exception from the aforementioned rule, we think that one should have existed, namely the legislator should have allowed the use of that evidence against the author/perpetrator of the torture act, as stated by article no. 15 of the U.N. Convention, mentioned above. Then and only then, the act of torture can not only be barred to generate harmful effects on the victim of torture, but it also can be used against the author of such a horrific behavior.

Of course, this exception can be put in place by the judiciary, through the process of interpreting and applying the U.N. Convention, giving just purpose to the norm of article no. 102 of the CPC.

On the other hand, it is to be noted that, unfortunately, the CPC allows for exceptions when the subsidiary evidence is the consequence of primary evidence tainted by inhuman or degrading treatment, and thus the Romanian legislator followed the same path as the European Court of Human Rights in its practice on article no. 3 of the Convention, and although the latter has always stated that this article affirms an absolute right[5]. We strongly consider that this should have been the proper occasion for the Romanian legislator to go beyond the minimum requirements of the ECHR and offer a broader protection that the one provided by the European Convention. It should also have given the new Code a visionary side and a better way to deal with what the future evolution of the ECHR practice is expected to bring.

Second of all, the rule of art. 102 par. 4 CPC allows explicitly for one exception from the exclusion of secondary evidence, namely when the subsidiary evidence could have been obtained "*in a different way*".

Also, the same rule implicitly accepts another exception, when the subsidiary evidence is not the direct, but rather the indirect result of the primary, illegal evidence.

We look into these exceptions in the following sections.

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[5] Gafgen vs. Germany, par. 187 (the decision is available, in full, on the ECHR website - https://hudoc.echr.coe.int/tur#{%22itemid%22:[%22001-99015%22]}.

IV. Analysis of the Explicit Exception.

We turn our attention once more on article 102 paragraph 4 of the CPC, which reads: *"The fruits of illegally obtained evidence are to be excluded if they were obtained directly from illegal evidence unless **they could have been obtained in a different way**."*

So, what does it mean "*in a different way*"?

Obviously, first of all, it could only mean "in a legal way", because otherwise the evidence would be in itself illegal and should be excluded in application of article no. 102, 2nd paragraph of the CPC.

Secondly, it means that the evidence could have been obtained by the judicial organs in a manner without any connection to the primary, tainted evidence that is to be excluded from the criminal trial.

Basically, the illegality can no longer be the proximate cause of the discovery of the evidence in question and thus, the chain of causation is broken between the main, illegal evidence, and the secondary evidence under scrutiny.

But what does it mean "*could have been discovered*"? Is it a mere possibility that the legislator refers to or is it actually more of a probability that has to be proven?

We reckon that although the norm looks like it states a mere possibility, it actually should be construed as a probability. *Nota bene*, the CPC does not require proof that the discovery of that evidence be inevitable, which is the general legal standard elsewhere[6].

This second element could be a lot harder to prove, namely that of the preponderance of evidence standard. The burden of proof rests on the prosecutor, but it does not necessarily require specific evidence (because sometimes, the inference can be drawn from the proof already administered previously). It should lead the preliminary chamber judge to the conclusion that the evidence in question more likely than not could have been discovered by the criminal investigation body by using other, legal means.

V. Analysis of the Implicit Exception

Unlike the explicit exception, where the legislator made his intentions clear on what he considers to be the exception to the general exclusion rule, this time the exception we analyze here

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[6] For instance, in the U.S., from the Nix vs. Williams (467 U.S. 431 – 1984) case onward – see Yale Kamisar, Jerold Israel, Wayne LaFave, Nancy King, *Modern Criminal Procedure, Cases, Comments, Questions*, Thomson West, S.U.A., 2005, p. 916.

refs to the situation when the subsidiary evidence is not the direct, but rather the indirect result of the primary, illegal evidence, i.e. the said evidence has just a limited connection to the tainted evidence, so it's not necessarily the result of that evidence, but rather of a different, legal evidence or even it's independent in nature from all other evidence.

For example, if a tainted statement (which represents the primary evidence) mentions a witness to a crime, and then that person is later called upon as a witness in the criminal trial, but based not directly on that statement, but on a video recording of the scene of the crime, where that witness is visible, there obviously is no reason to consider the exclusion of this evidence (the statement of the said witness) since this evidence is not the direct result of the first, tainted evidence.

This time, we consider it to be not really a *per se* exception, but rather a situation where it's missing one of the conditions required for the rule of exclusion of the subsidiary evidence to take effect, namely the direct chain of causation with the primary, tainted evidence.

VI. Something missing - the "Good Faith" Exception

While the Romanian legislator acknowledged the existence of only these two exceptions to the general exclusionary rule of the secondary evidence, other legal systems have a more opened view on this subject, giving legal meaning to other situations where the rule should not be applied.

One of the most notorious such exceptions is the good faith exception.

This is recognized by some legal systems that traditionally developed the exclusionary sanction as a deterrent, to stop law enforcement officials to break the law, while gathering evidence[7].

Basically, this exception means that whenever the prosecutor or the law enforcement agencies acted in good faith, reasonably unaware of the illegal character of the evidence in question, that evidence should be allowed in court.

The new Romanian CPC makes no reference to such exception, so in applying the rule of the strict interpretation of exceptions (*exceptio est strictissime interpretationis*), we could conclude that it has no effect in the Romanian criminal procedure.

This conclusion is also supported by the rule stated in paragraph no. 3 of article 102 of the CPC, which states that "*the nullity of the act that ordered or authorized the administration of a*

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[7] See James R. Acker, David C. Brody, *Criminal Procedure, A Contemporary Perspective*, Jones and Bartlett, 2004, p. 86.

piece of evidence or of the act through which a piece of evidence was administered determines the exclusion of said evidence".

So then, our legislator seems to have been more interested in the formal validity of the evidentiary proceedings than in the way the criminal investigation agencies relate themselves to the evidentiary activity being carried out.

Although the rule stated in paragraph no. 3 of article 102 of the CPC is mainly concerned with the link between the sanction of nullities and that of the exclusion of illegally obtained evidence, it does answer our question somewhat.

For example, a search warrant issued by a judge who is not competent to hear the case is affected by nullity and the evidence so gathered will be excluded from the trial even if the policemen carrying out the search had no idea of the illegality of the search warrant and, obviously, no blame in the breach of the criminal procedure law that occurred while issuing that warrant.

But when the nullity is not absolute, but of relative nature, and it is not raised by the parties to the criminal trial or by the preliminary chamber judge or the court themselves, that evidence can be used, but that occurs as a result of not invoking the nullity and not through the "good faith" exception which, as mentioned before, is no valid law in our criminal procedure system .

VII. Conclusions

From our short analysis carried out before, we can draw some brief conclusions.

The fruits of the tainted evidence cannot be used in the criminal trial if they were acquired by torture, this being an absolute rule that allows for no exceptions.

All other subsidiary evidence can be used in the criminal trial, but only by applying the chain of causation doctrine or the inevitable discovery doctrine.

On the other hand, the new Romanian CPC Code does not accept the good faith exception, mainly due to the traditional view of the sanction of nullity and its relation to the exclusionary rule, but also due to the role of the courts in administering the criminal justice.

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THE CONCEPT OF GRAND STRATEGY: THE RUSSIAN CASE

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Abstract

In the last decades the concept of grand strategy has increased in popularity in the domain of International Relations. This led to the present situation in which we have a disputed term with multiple distinct definitions. In this context the central objective of this paper was to select and evaluate the contributions that analysed the grand strategy of the Kremlin between 2000 to 2019. A second goal was to clarify the main elements of this concept. The present analysis shows that one central category of authors argue that the grand strategy of the Russian Federation has become more assertive. According to their opinion the Moscow administration is willing to use all the means available, in order to achieve the main objectives: the status of great power; the return to the spheres of influence; and to have a multipolar international system. However, this paper shows that many elements remain to be explored in relation to a topic of such complexity as the grand strategy of the Russian Federation.

Key words: grand strategy; the Russian Federation; literature review.

THE IMAGERY IN STORY READING AS AN EFFECTIVE STRATEGY TOWARD ACHIEVING PROFICIENCY IN EFL AND ACQUIRING HUMAN VALUES IN VERY YOUNG LEARNERS

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Abstract

This article examines how the imagery in stories reproduced through music, tangible objects, hands-on activities, drama activities, and the Readers Theatre strategy can help very young learners to not only become proficient in English as a foreign language but also acquire basic human values. The present study is based on an English lesson taking place in a kindergarten in Lower Austria. There were two target groups of three to six year old children, one consisting of 25 learners and one consisting of 24 learners. English as a second language was taught to them in a natural way for the period of three years. The learners' language skills and communicative competence in English were assessed through three different oral tests during the lesson. The results of the tests proved that the learners had already acquired a high level of proficiency in EFL as a result of the effective teaching strategies used in their English program and were capable of requiring new vocabulary and meanings during the current English lesson.

Keywords: English as a foreign language, very young learners, hands-on activities, story reading, Readers Theater, human values

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INTRODUCTION

The ability for young learners to express themselves effectively and to increase their vocabulary depends to a large extent on confidence and self-esteem partially achieved by placing the learning in an active context (Hayes, 1984, Vacca, Vacca, & Mraz, 2014). Teachers can promote academic language acquisition in English through providing hands-on, inquiry-based lessons to children who are learning English as a foreign language (Lee & Buxton, 2010). Use of creative movement, music, and drama within a natural language environment setting can greatly enhance learning a foreign language by very young learners (Isenberg Packer & Jalongo Renck, 2014). Active learning, in a variety of forms, utilizes hands-on education and reinforces student competencies and motivation in addition to connecting with the natural sense of wonder and curiosity children experience (Armon & Morris, 2008; Copple & Bredekamp, 2009; Freeman et al., 2014; Hornáčková Klapicová & Reister, 2019).

Teachers may feel overwhelmed in thinking about how to incorporate a variety of instructional activities designed to support learning when working with children who are learning English as a foreign language (Nabors & Edwards, 2011). The focus of instruction being on not only the academic content but also on the language itself contributes to this challenge the teachers may face (Hornáčková Klapicová & Reister, 2019). Two ways to overcome this challenge are to build on what the children already know through scaffolding instruction (Turnbull, Turnbull, Shank, & Smith, 2004) and to provide opportunities for the children who are learning English as a foreign language to talk with one another mixing or combining the two languages (Short, Vogt, & Echevarria, 2011). Children must use language in order to learn language (Coleman & Goldenberg, 2010). In addition, use of visual demonstrations, explanations in simple English, and allowing children to talk with one another informally as they complete a task while the child learning English as a foreign language receives the chance to practice basic vocabulary words with his or her English-speaking "buddy" can lead to successful acquisition of English as a foreign language (Hansen-Thomas, 2008; Nabors & Edwards, 2011).

Understandings and mastery of content can be that much richer and make a deeper impact on the children through the teachers providing the children learning English as a foreign language with multiple ways to communicate with one another and to manipulate the learning material (Armon & Morris, 2008; Hornáčková Klapicová & Reister, 2019). Teaching strategies that

allowed for this interaction with the material to occur in the lesson that is the focus of this article were to engage in use of the following teaching strategies: use of visual aids (including costumes or clothing that could be worn that related to the vocabulary, such as, wings of a butterfly or a headband with small butterflies on it), read the story aloud, discuss the events that occur in the story, act out parts of the story by incorporating role-playing in reenacting what was presented by the story or the teacher, incorporate songs, and Total Physical Response activities (Armon & Morris, 2008; Pray & Monhardt, 2009; Short, et al., 2011; Vacca, Vacca, & Mraz, 2014).

During this lesson, the learners were also able to work with a teaching strategy that was loosely based on Readers Theatre that promoted student comprehension and recall of the information presented to them through engaging in acting out the parts of the story. Readers Theatre is a teaching strategy that typically focuses on developing reading fluency. This is due to the strategy involving children in working on their oral reading skills through reading aloud scripts that are based on the children's book or literature that is the focus of the lesson. When engaging in Readers Theatre, the children are not expected to memorize the lines or act out the script but rather they are to read aloud the part or script with appropriate inflection, meaning, and facial expressions (Isenberg Packer & Jalongo Renck, 2014; Prescott, 2019). This teaching strategy of Readers Theatre was modified in that the teacher read aloud the script of the story in English while the children role-played the action as they comprehended the material.

Through these shared experiences within the described lesson, the children not only manipulated the academic content and practiced conversational skills with one another but they also were able to demonstrate and role-play what they learned from the sotry as they built relationships with one another (Nabors & Edwards, 2011). This type of play in a natural way is extremely beneficial in addressing communication challenges between English speakers and speakers of other languages (Burton & Edwards, 2006; Hornáčková Klapicová & Reister, 2019; Little, 2005; Oliver & Klugman, 2002; Reeves, 2005).

This building of relationships and establishing trust with one another leads to a classroom environment or atmosphere that is warm and inviting. Teachers who incorporate naturalistic teaching strategies geared toward young learners results in being a pleasant space for learners and one that is enjoyable and relaxed, allows for the learners to feel safe, and enables learners to take risks in trying new things, such as role-playing what is read aloud in a story through a modified form of readers theatre. This sort of setting enhances the children's potential to acquire English

in a natural, spontaneous, and stimulating manner while also hopefully decreasing any anxiety from the learning process on the part of the children (Hornáčková Klapicová, 2018b; Hornáčková Klapicová & Reister, 2019). Another teaching strategy to incorporate in the classroom when teaching young children English as a foreign language is through the use of tangible items.

Another focus of the present study was to use imagery within children's literature to focus on transmitting human/spiritual values to very young learners. Spiritual elements of the children's book that was selected for this study include transformation or changing from the old to the new (e.g., caterpillar becoming a butterfly), new beginnings and patience (e.g., birth from egg, emerging from cocoon), considering how we treat our bodies (e.g., good or bad choices we make, viewing our bodies as temples, recognizing we are made for greatness, seeing that we're made in the image and likeness of God and loving ourselves, self-worth), how we treat others (e.g., caterpillar's treatement toward the food), and practice of moderation or prudence vs. engaging in greediness, along with many other points that could be made.

The present paper highlights some of the teaching techniques which were used during an English lesson in kindergarten with the aim to help children acquire the second language in a naturalistic and motivating way. The contextual background and settings in which the second language was acquired will be provided, so that readers may envision how they will carry out the strategies in their own practice with a focus on implementing a modified form of the Readers Theatre teaching strategy.

1.   AIMS OF RESEARCH AND METHODOLOGY

The present paper is one of the outcomes of a longitudinal project carried out in a kindergarten in Lower Austria whose primary aim was to verify whether young learners between three and six years old are capable of acquiring English as a foreign language in a natural way, and achieve a certain degree of bilinguality (German-English) through their English lessons. Instruction took place once a week during the school year for the period of 45 minutes. There were two groups of learners, each consisted of 25 learners, who were three to six years old. The strategies used in the classroom were based on the communicative approach, taking into consideration the age of the learners and their potential to acquire another language naturally and with ease. Instruction was carried out by native and near-native speakers of English. The

instructors made use of various techniques and highly motivating teaching strategies, which included the use of authentic language through a great number of visual aids (real objects and pictures), auditory aids, songs, rhymes, kinesthetic aids, Total Physical Response (TPR) activities, body movement activities, multi-sensory activities, hands-on inquiry instruction, stories (story reading and story-telling), role-plays, skits and drama activities, gestures, facial expressions, social and emotional aids through active interaction with individual learners, use of the Story pyramid graphic organizer teaching strategy and Readers Theater strategy, while engaging the learners in all of the above activities and strategies, providing a relaxed and friendly learning atmosphere, eliminating fear and anxiety from the foreign language learning and communicating in the foreign language. The learners were immersed in a natural speaking environment, where English was used in meaningful contexts, providing the learners with real-life experiences. The results showing the effectiveness of the above mentioned teaching strategies were obtained mainly through vocabulary tests, grammar and sentence-structure tests, listening comprehension tests, pronunciation tests, tests assessing the comprehension of meaning of words and speech acts (such as greetings, apologizing, saying thank you, making a request, asking a favor, etc.). The data was collected in the form of written notes and audio and video recordings during the English lessons. The findings diclosed that the learners had acquired quite a high level of proficiency in English by the end of the school year and demonstrated a certain degree of sequential bilingualism. Since the project in teaching English in a naturalistic way lasted for three years, there were learners in each of the two groups who had attended the English lessons for more than a year (two years or three years). Those learners showed a higher level of proficiency in English and often served as helpers or assistants in communication to their younger peers.

2. STRATEGY AND ITS AIMS

The Very Hungry Caterpillar modified Readers Theatre strategy consists of reading aloud the script from the story and having the children role-play or act out what was shared in the story. The modifed Readers Theatre incorporates introducing vocabulary, sequencing, rhyming, addition, role playing, actions, and the modified Readers Theatre teaching strategy. Through using the Readers Theatre teaching strategy, student comprehension and recall of the information presented to the learners was promoted. This occurred through engaging the learners in acting out

the parts of the story. Readers Theatre is a teaching strategy that typically focuses on developing reading fluency. This is due to the strategy involving children in working on their oral reading skills through reading aloud scripts that are based on the children's book or literature. When engaging in Readers Theatre, the children are not expected to memorize the lines or act out the script but rather they are to read aloud the part or script with appropriate inflection, meaning, and facial expressions (Isenberg Packer & Jalongo Renck, 2014; Prescott, 2019). Engaging in Readers Theater promotes expression on the part of the learners, fosters communication with one another, and enhances social and pragmatic skills. This teaching strategy of Readers Theatre was modified in that the teacher read aloud the script of the story in English while the children role-played the action as they demonstrated comprehended the material.

The lesson began with the teacher introducing to the children the vocabulary and story of *The Very Hungry Caterpillar*. There was one teacher of English who presented the lesson to the Kindergarteners. The vocabulary consisted of: hungry, caterpillar, egg, leaf, moon, sun, the names of the different kinds of fruits and other food that were mentioned in the story, cocoon, and butterfly.

Visual aids were used for most of the nouns presented in the story (Pictures 1-9). One student was invited to put on the costume of the butterfly's wings and a headband that had small butterflies on it. The teacher read *The Very Hungry Caterpillar*, invited the learners to act out what was being read aloud, and provided comments on some of the passages contained in the book explaining new words in English as she read. The teacher also added additional information to enhance comprehension on the part of the learners.

Music was incorporated into the lesson through the singing of songs, such as, *Bread and butter, honey and jam, are you hungry, yes I am!* TPR activities were carried out in the lesson for the verbs from The Very Hungry Caterpillar for actions like fly and eat.

After presenting *The Very Hungry Caterpillar* to the learners, a discussion on food took place. Learners were asked to list what kind of food they enjoy eating and connections were made to the food that came up in the story. Reading this story allowed for review of English vocabulary for several different food items, some animals, terms from nature, numbers, and colors.

The visuals that were used for *The Very Hungry Caterpillar* lesson were toys, clothing items, and pictures to show the learners visual representations of English vocabulary and signs.

The visual representations consisted of colorful pictures of the other items from the above list in the *Needed Materials* section.

The first step in the instructional sequence was to teach or review the English words for hungry, caterpillar, egg, leaf, moon, sun, the names of the different kinds of fruits and other food that were mentioned in the story, cocoon, and butterfly. The second step is to read the book, *The Very Hungry Caterpillar*, starting with the story-reading from the children's book, using repetition, and acting out in the modified Readers Theatre what happens in the story.

The selection of *The Very Hungry Caterpillar* allowed for the instruction in basic human and spiritual values instruction to occur as the book promotes human dignity through the message of the story and through the images used in the chosen children's book. The World Youth Alliance created the Human Dignity Curriculum that seeks to promote human dignity and teach others about the basic rights we, as humans have, in that we all have value, worth, and importance no matter what! This children's book certainly supports this curriculum through the message it portrays.

Other human values that are connected to this children's book is to look at the difference between things and non-living things and recognizing the three characteristics that make up a living thing: 1) it eats 2) it growns and 3) it reproduces. The lesson concluded as the Kindergarteners completed the modified Readers Theatre teaching strategy with the teacher to assess the children's understanding of the story that was presented to them.

3. THE STORY

The Very Hungry Caterpillar is a children's book written by Eric Carle in 1969. It recounts the story of a caterpillar that hatched from its egg at the beginning of the story. The caterpillar realized how hungry he is and decides to eat apples, pears, plums, strawberries, and oranges for an entire week by the end of which he is still hungry. The caterpillar goes on to eat cake, ice cream, pickles, swiss cheese, salami, lollipops, cherry pie, sausage, a cupcake, and a slice of watermelon which fills him to the point of a stomachache. The caterpillar's stomachache disappears when he eats through a green leaf the next day and he is all better. Once the caterpillar had his fill of food he stayed inside his cocoon until he broke through and became a beautiful butterfly.

4.   NEEDED MATERIALS

Pictures, toys, and other tangible items including *The Very Hungry Caterpillar* book, a caterpillar (a flower pot and a toy), a butterfly, an egg, a cocoon, house, the moon, the sun, flowers, grass, a tree, candy, ice-cream, cake, pickles, swiss cheese, salami, lollipops, cherry pie, sausage, a cupcake, a slice of watermelon, apples, pears, plums, strawberries, and oranges, leaves (Pictures 1-9).

5.   PROCEDURE

5.1 Pre-reading activities

In order to introduce the main character and the plot to the learners, various visual aids (Pictures 2-8) and interactive activities were performed before the actual reading of the story took place. The learners were invited to discuss the names, shape, color, taste, size, number, etc. of the different objects used as visual aids during the lesson. Just like what the caterpillar eats in the book, the learners were asked to classify which foods are fruits, vegetables, liquids, and sweets. Learners were also asked to identify those foods which they thought were healthy and those which were not so healthy. The learners learned that the caterpillar in the story ate too fast and too much, which made his stomach hurt. They also learned that they should take time to eat slowly and choose the healthy foods more often. The following nouns, adjectives and verbs present in the story were also reviewed and practiced during the pre-reading activities: *days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday), eat-ate, hungry, sun, moon, house, egg, cocoon, morning, feel better, big, small, fat, slow, fast, hole, push, hurt, stomach, stomachache, butterfly*.

5.2 Story reading

After the introductory activities, which helped the learners acquire and practice old and new vocabulary and meaning, the story of *The Very Hungry Caterpillar* was read to the learners. The illustrations were showed to the learners as the story was being read and different visual aids were also used to enhance listening comprehension (including costumes or clothing that could be

worn that related to the vocabulary, such as, wings of a butterfly or a headband with small butterflies on it). Individual learners were invited to act out parts of the story by incorporating role-playing in reenacting what was presented by the story.

5.3 Post-reading activities

After reading the book, the teacher discussed the events that occurred in the story with the learners. The learners were then asked to complete three different listening comprehension tests. In order to provide accurate answers, the learners needed to recall information and display their knowledge and successful listening comprehension.

6. TESTING

The following listening comprehension tests were applied to measure the learners' understanding of meaning of new (and old) vocabulary, listening skills, speaking skills, strategic competence, and sociolinguistic competence in English as a foreign language. The tests were given to 25 learners in Group 1 and to 24 learners in Group 2.

6.1 Test 1

In Test 1, learners were asked to answer six questions about the main character and plot.

1. Who is the main character in story?
2. What did the caterpillar eat?
3. What happened to the caterpillar after he ate so much food?
4. What did the caterpillar eat that made him feel better?
5. What became of the caterpillar at the end of the story?

Graph 1

Group 1: test 1

Graph 2

Group 2: test 1
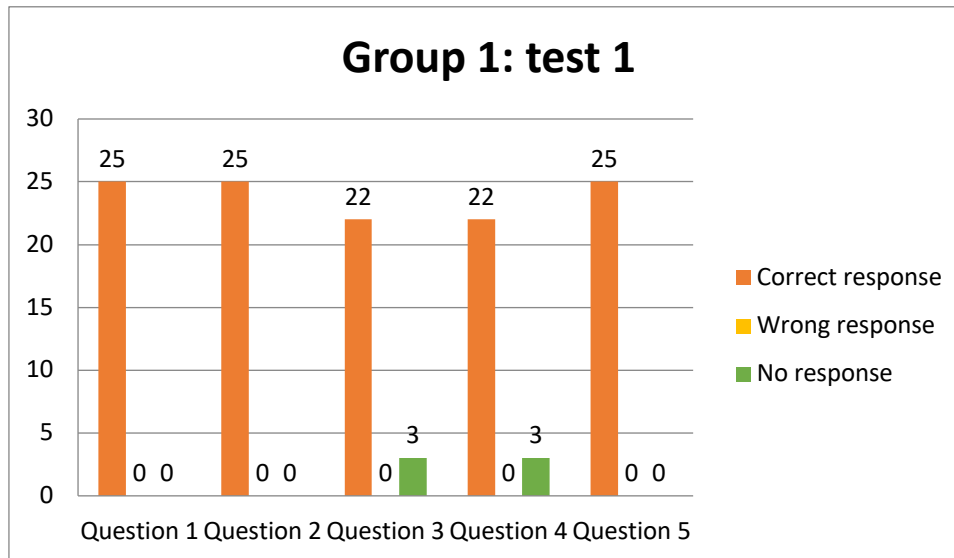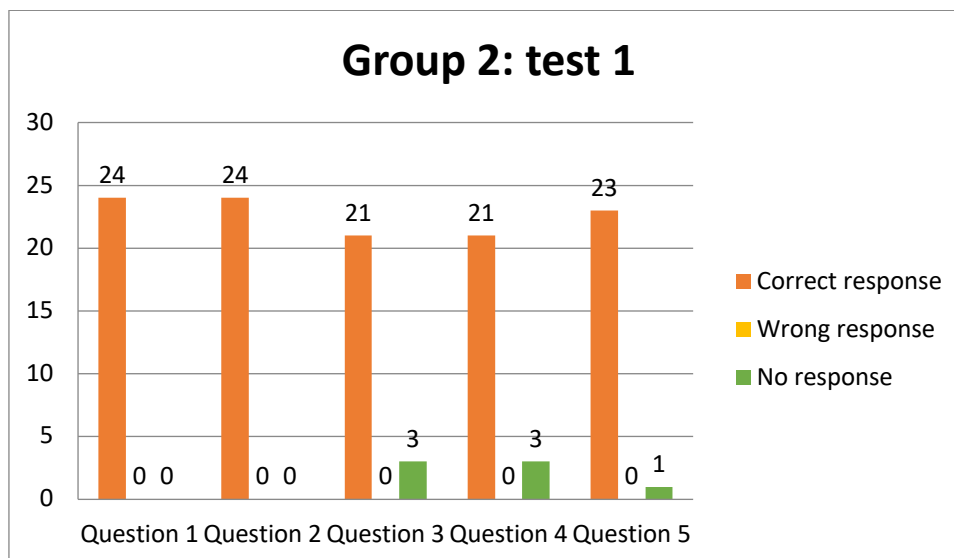
6.2 Test 2

In Test 2, the learners were supposed to provide the appropriate word(s) to finish the sentences.

1. The caterpillar was very…. (hungry).

2. The Swiss cheese had… (holes) inside.

3. On Sunday, the caterpillar ate through one nice green…(leaf).

4. The caterpillar built a small…(house).

5. Then he nibbled a hole in the cocoon, pushed his way out, and he was a beautiful...(butterfly).

Graph 3
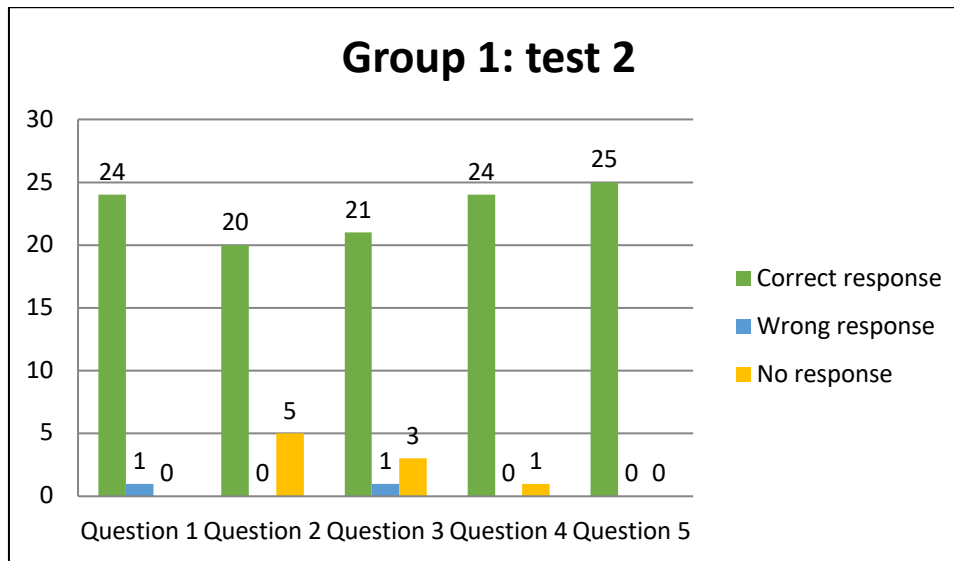
Graph 4
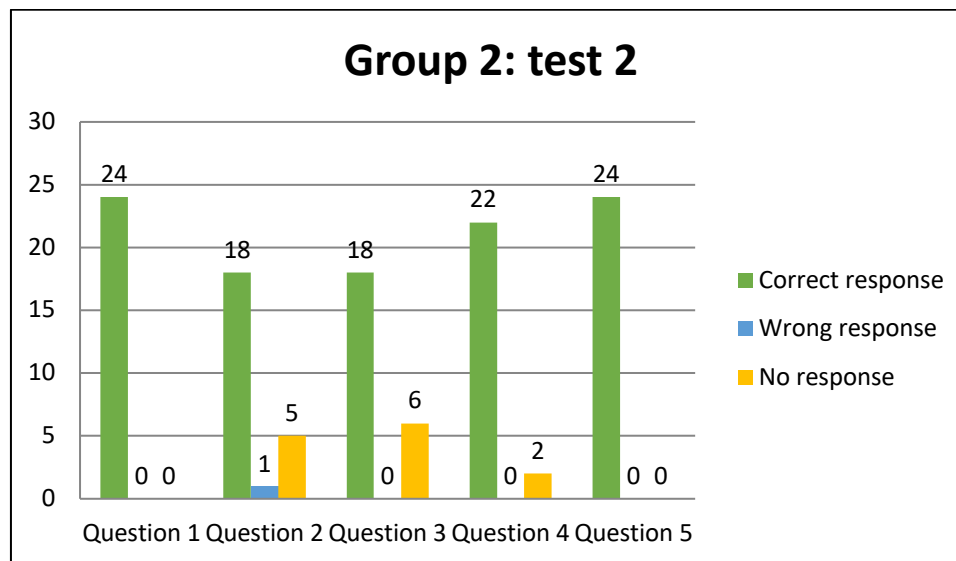
6.3 Test 3

In Test 3, the learners were asked to provide the appropriate antonym.

1. Was the caterpillar's egg big or small? (small)
2. Is watermelon healthy or unhealthy? (healthy)
3. Is ice-cream warm or cold? (cold)
4. Is candy sweet or sour? (sweet)
5. Is cake hard or soft? (soft)

Graph 5

Group 1: test 3

Graph 6

Group 2: test 3
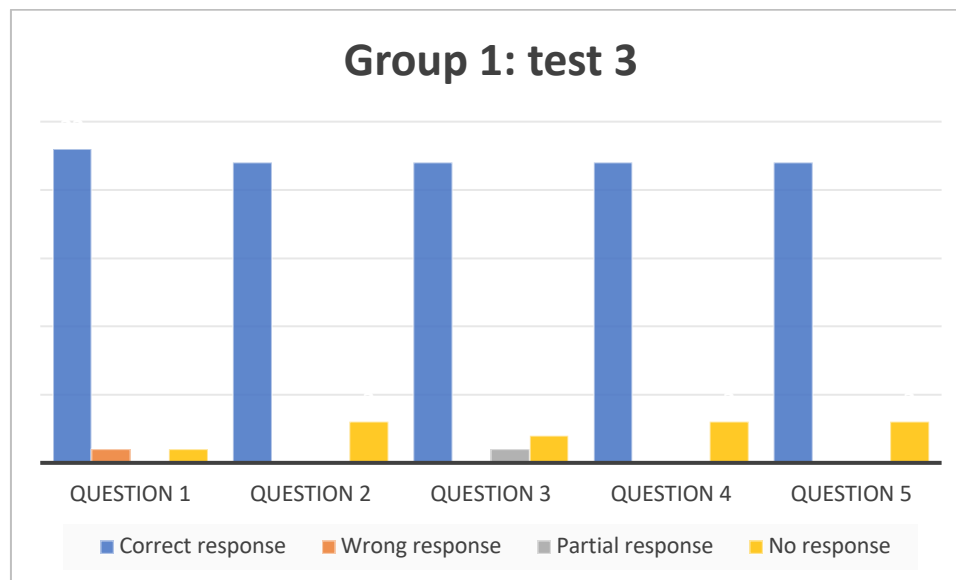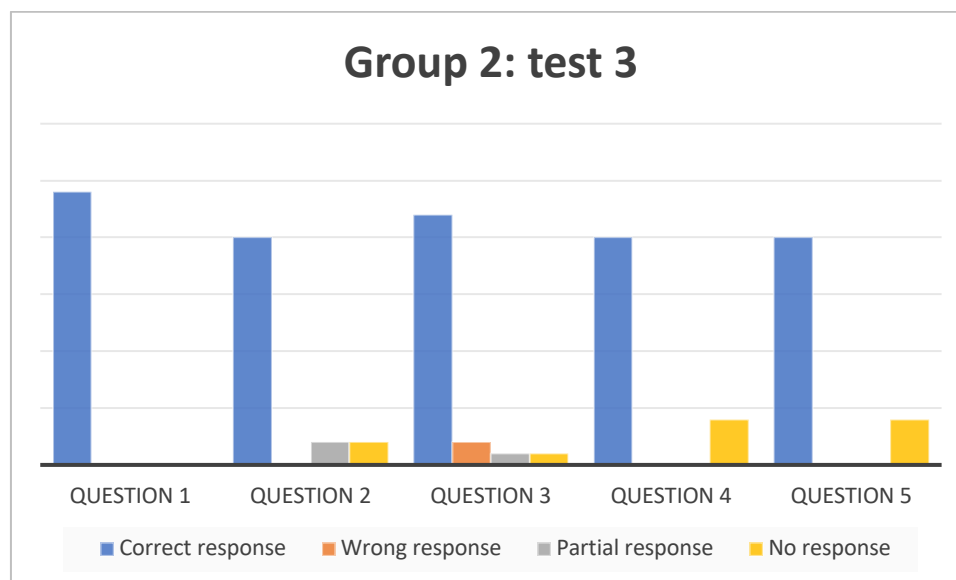
7. FINDINGS AND DISCUSSION

In Group 1, 25 learners out of 25 scored 100% on Questions 1, 2, and 5 in Test 1. 22 learners provided correct answers on Questions 3 a 4 in Test 2, while two learners did not provide any

answers. In Group 2, 24 learners out of 24 scored 100% on Questions 1 and 2 in Test 1. 21 learners provided appropriate answers to Questions 3 and 4 on Test 1 and 23 learners provided appropriate answers to Question 5 on Test 1. Three learners provided no answers to Questions 3 and 4 on Test 1 and 1 learner provided no answer on Question 5 on Test 1.

In Group 1, 24 learners out of 25 provided appropriate answers to Question 1 on Test 2. One learner provided a wrong answer. 20 learners provided appropriate answers to Question 2 on Test 2, while 5 learners provided no answers. 21 learners provided appropriate answers to Question 3 on Test 2, while 1 learner provided an incorrect answer and 2 learners provided no answers. 24 learners provided correct answers to Question 4 on Test 2, one learner provided no response. All 25 learners scored 100% on Question 5 on Test 2.

In Group 2, 24 out of 24 learners scored 100% on Question 1 on Test 1. 18 learners provided accurate answers to Question 2 on Test 2, 1 learner provided an inaccurate answer and 5 students provided no answers. 18 learners provided accurate answers to Question 3 on Test 2, 6 learners provided no answer. 22 learners provided correct answers to Question 4, 2 learners provided no answer. All 24 learners scored 100% on Question 5 on Test 2.

In Group 1, 23 learners out of 25 provided accurate answers to Question 1 on Test 3. 22 learners provided correct answers to Question 2 on Test 3, 3 learners provided incorrect answers. 22 learners provided accurate answers to Question 3 on Test 3, 1 learner provided and incorrect answer and 2 learners provided no answer. 22 learners provided appropriate answers to Question 4 on Test 3, 3 learners provided no answers. 22 learners provided correct answers on Question 5 on Test 3, 3 learners provided no answer.

In Group 2, 24 learners out of 24 scored 100% on Question 1 on Test 3. 20 learners provided accurate answers to Question 2 on Test 3, 2 learners provided incorrect answers and 2 learners provided no answers. 22 learners provided accurate answers to Question 3 on Test 3, 2 learners provided wrong answers, 1 learner provided a partially correct answer, and 1 learner provided no answer. 20 learners provided correct answers to Questions 4 and 5 on Test 3, 4 learners provided no answers to these questions.

In general, the results of Test 1, 2, and 3 show the high level of listening comprehension skills of the learners in both Group 1 and Group 2. The reason why some of the learners did not provide answers to some of the questions was mainly because they were the youngest members of the group (3 years old) and did not have as much exposure to English as their peers had had.

Another reason for not providing the appropriate answers was that the vocabulary item tested on the test was part of new vocabulary. Wrong answers provided in some of the cases were a result of misunderstanding the question (e.g., providing the color instead of the size of the object). Partially correct answers were a result of German interference, mostly providing the appropriate answer in the German language.

The high scores on the tests are undoubtedly due to the teaching techniques used during the English lesson. The use of visual aids, TPR activities, motions, songs, story-reading, drama activities, interactive role-plays, authentic language, real-life experiences, catchy rhymes, inquiry based seeing-hearing-doing activities, hands-on activities, motivational activities, connectedness to the world, substantive conversation, implementing the modified Readers Theatre teaching strategy, use of the strategy of spiral curriculum as well as providing a relaxed and exciting learning environment are methods and principles which were implemented into the learning process. This occurred not only during the current lesson but also throughout the whole time of research with the aim to enhance learning and to provide learners with a positive experience from learning a foreign language.

CONCLUSION

This paper examined how the use of a modified Readers Theatre teaching strategy, songs, tangible items, and visuals may help very young learners who are learning a foreign language to acquire communicative skills and instruction in human and spiritual values. The current study is an outcome of an English lesson carried out in a kindergarten in Lower Austria, which incorporated hands-on inquiry-based instruction through the form of a modified Readers Theatre teaching strategy. The aim of the lesson was to teach and practice new and old vocabulary, meaning, and structures of English as a foreign language with the use of the communicative approach. At the same time, the learners had the opportunity to improve their language skills, social skills, communicative skills, and strategic competence. Assessment was done through a number of oral tests. The results of the tests showed a very high competence of the learners in EFL. This was due to the effective teaching strategies used during the English lesson and to the learners' prior knowledge of English. The fact that the learners did not realize that they were being tested helped decrease any anxiety or stress in the learners while providing their answers to the tests.

Acknowledgement

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Appendix

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6
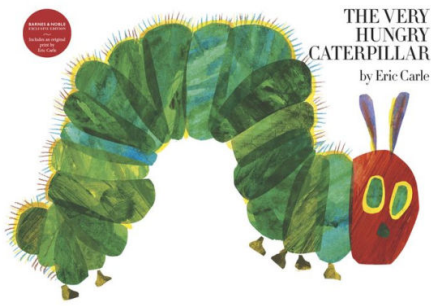
Picture 7   Picture 8   Picture 9

USING SPSS FOR DATA ANALYSIS OF RELATIONSHIP BETWEEN REVERSE LOGISTICS AND CIRKULAR ECONOMY

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Abstract:

The number and types of statistical software packages that are available continue to grow each year. In this paper we have chosen to work with SPSS, or the Statistical Package for the Social Sciences. SPSS was chosen because of its popularity within both academic and business circles, making it the most widely used package of its type. SPSS is also a versatile package that allows many different types of analyses. transformations, and forms of output - in short, it will more than adequately serve our purposes.

The capability of SPSS is truly astounding. The package enables you to obtain statistics ranging from simple descriptive numbers to complex analyses of multivariate matrices. You can plot the data in histograms, scatterplots, and other ways. You can combine files, split files, and sort files. You can modify existing variables and create new ones. In short, you can do just about anything you'd ever want with a set of data using this software package. A number of specific SPSS procedures are relevant to the kinds of statistical analyses covered in an introductory level statistics or research methods course typically found in the social and health sciences, natural sciences, or business. Yet, we will touch on just a fraction of the many things that SPSS can do. Our aim is to help to become familiar with SPSS, and we hope that this introduction will both reinforce our understanding of statistics and lead us to see what a powerful tool SPSS is, how it can actually help you better understand your data, how it can enable you to test hypotheses that were once too difficult to consider, and how it can save our incredible amounts of time as well as reduce the likelihood of making errors in data analyses. We show how to create a data file and generate an output file. We also discuss how to name and save the different types of files created in the three main SPSS windows. This paper will present a software presentation from a survey on socio-economic and environmental research, especially for reverse logistic and circular economy.

Keywords: SPSS, statistics, social sciences, natural sciences, business

1. INTRODUCTION

The SPSS software package is continually being updated and improved, and so with each major revision comes a new version of that package. In this paper, we will describe and use the most recent version of SPSS, called SPSS for Windows, in order to use this text for data analysis, your must have access to the SPSS for Windows software package. We show how to create a data

file and generate an output file. We also discuss how to name and save the different types of files created in the three main SPSS windows. This paper will present a software presentation from a survey on socio-economic and environmental research.

2. ANALYSIS AND INTERPRETATION OF THE QUESTIONARE AND DATA OBTAINED

For this paper, empirical radiation was performed by conducting a survey questionnaire. Questionnaire consists of 15 questions with offered answers. The application of the questionnaire should give us data on the awareness and awareness among the population, as well as with the employees themselves. On some questions from this survey questionnaire will be performed the calculation of the χ^2- Chi-square test and the coefficient of contingency (C), and finally concluding observations based on the processed data. (Ms. Xiaoping Zhu, Dr. Ognjen Kuljaca, 2005) The obtained answers and results of the survey are presented in tabular and graphic in the text that follows. Anonymous examined 150-300 respondents, the research covered several target groups, divided into several categories: Age, Gender, Degree of Education, Employment status. Respondents are randomly selected, that is, people who are directly or indirectly affected by the impacts. The question in the Questionnaire are in the field of society, economy and ecology, especially in the field of reverse logistic and circular economy. (L. Paura and L. Berziņa, 2012) (I. Radusa and L. Berzina, , 2012) (Hervé, 2011) (Fellows, 2012).

3. SOCIO-ECONOMIC-ENVIRONMENTAL ANALYSIS OF THE SURVEY QUESTIONAIRE

The empirical survey was conducted by conducting a survey questionnaire. The questionnaire consists of questions with offered answers. The application of the questionnaire should give us data on the information and awareness of the population, as well as the employees themselves. On some questions from this survey questionnaire, the χ^2- test and the contingency coefficient (C) will be calculated, and at the end, concluding observations will be made based on the processed data. The results obtained and the results of the research are presented in tabular and graphical form in the following text. Respondents (150 or 300) were surveyed anonymously. The research covered several target groups, divided into several categories: Age (N1); Paul (N2); Education (N3); Working status (N4). Respondents were randomly selected, i.e. persons directly or indirectly affected by the impacts of plants. The study covered four age categories. The division was made

according to gender. The respondents were also divided according to the employment relationship, ie employed and unemployed. The employed respondents were mostly respondents employed in organizations. All levels of education are covered.

As previously mentioned, the χ^2 test and the contingency coefficient (C) were used in the empirical research process to obtain the desired results. Namely, the χ^2 test or also known as the Pearson test is a sum of the quadratic differences of the examined and expected frequencies in relation to the expected frequencies. The Pearson test belongs to the group of nonparametric tests. This test is one of the older statistical tests. The independence test allows a decision to be made regarding the acceptance or non-acceptance of the null hypothesis, ie. the existence or non-existence of a significant difference between the empirical and expected frequencies according to one or another criterion. It is calculated according to the following formula:

$$\chi2 = \sum \frac{(f_1 - f_o)^2}{f_o},$$

f_i - surveyed frequencies with research
f_0 - the expected ie. theoretical

The frequencies examined are obtained by conducting empirical research. We get the expected frequencies by dividing the sum of the order by the total amount of the frequency. The limit value table for the χ^2 test is formed on the basis of the significance threshold (which for the purposes of this paper will be used a probability level of 0.05) and the corresponding degrees of freedom calculated according to the formula n = (k-1) (r-1), where k is the number of columns and r is the number of rows.

The values obtained for the χ^2 test are compared with the tabular value. If the value obtained is greater than the tabular value, the greater the significance or difference in the claims. The - test determines the connection between the two variables, while the height of that connection is obtained using the contingency coefficient (C) which is calculated as follows:

$$C = \sqrt{\frac{\chi^2}{N + x^2}} \ ,$$

x^2 – calculated value for χ^2 test, N – total number of frequencies

The values of this coefficient range from 0 to 1 and the closer (C) it is to 1, the stronger the interdependence between the examined variables and vice versa. The following text from this paper follows the tabular and graphical presentation of certain questions from the Survey Questionnaire. We will present the obtained results and make a calculation for the χ^2 test and interpretation of the obtained calculations. Due to a more detailed view of the statements of the

respondents, each question will be presented in a table. This is how the analysis that follows will take place. The analysis will take place on the answers between the employees and the unemployed respondents to each question. If the observed and expected frequencies are the same, then $\chi^2 = 0$. If the frequencies you notice are different from the expected frequencies, the value of χ^2 goes up. The higher the value of χ^2, the more likely it is that the distributions are significantly different. Seven (7) questions (3, 6, 8, 9, 10, 12 and 13) have higher values than the tabular $x^2 = 5,991$, seven (7) questions (1, 2, 4, 7, 11, 14 and 15) are with values smaller than the tabular $\chi^2 = 5,991$, while one (1) question is with an approximate value of $\chi^2 = 5,991$ and $\chi^2 = 5.52$. As for the Coefficient of Contingencies C, smaller coefficients C of 0,25 are questions (1, 2, 3, 4, 5, 6, 7, 11, 14 and 15), while larger coefficients C of 0,25 are the questions (8, 9, 10, 12 and 13). Respondents surveyed with 15 questions answered each statement or question with answers "Yes", "Partial" and "No". The scope of the research emphasizes the interaction of the research components for which the research can be clearly understood. It has also been illustrated how Reversible Logistics relates to the Circular Economy and other concepts for achieving the research goal. Recycling and Reuse (reuse) of waste or already used, and obsolete or damaged products a major first step in changing the ways thinking businessmen, but represent and overall cultural change in society. The general demographic structure of the participants in the survey is shown in Table 1.

Table 1. Summed up statements of respondents for forth categories ($N_1 – N_4$)

Question	Given answer	Respondents	%	N_1 Seniority	N_2 Gender	N_3 Working status	N_4 Education	X^2- Chi Square	C Contingency
				1, 2, 3	**m/f**	**1, 2**	**1, 2, 3**		
1.	Yes	90	60	53/26/11	53/37	55/35	10/55/25		
	No	45	30	24/15/6	23/22	27/18	10/19/16	1,256	0,091
	Partly	15	10	5/5/5	9/6	8/7	5/5/5		
	Total	150	100	150	150	150	150		
2.	Yes	105	70	65/27/13	57/58	55/50	19/71/25		
	No	30	20	12/15/3	17/13	12/12/6	11/10/9	1,334	0,094
	Partly	15	10	7/7/1	10/5	11/4	6/3/6		
	Total	150	100	150	150	150	150		
3.	Yes	15	10	5/5/5	6/9	7/8	6/3/6		
	No	90	60	51/28/11	50/40	48/42	15/59/16	8,695	0,234
	Partly	45	30	27/13/5	25/20	21/24	10/25/10		
	Total	150	100	150	150	150	150		
4.	Yes	30	20	15/11/4	16/14	11/19	11/11/8		
	No	45	30	25/12/8	22/23	20/25	20/10/15	2,450	0,1265
	Partly	75	50	44/16/15	53/22	48/37	22/25/28		
	Total	150	100	150	150	150	150		
	Yes	50	33	30/10/10	17/33	23/27	15/17/13		
	No	30	20	14/10/6	15/15	13/17	12/9/9	*5,52*	*0,188*

5.	Partly	70	47	41/20/9	37/33	36/34	25/22/23		
	Total	150	100	150	150	150	150		
6.	Yes	120	80	65/35/20	77/43	66/54	25/70/25		
	No	15	10	5/5/5	8/7	9/6	6/4/5	6,770	0,205
	Partly	15	10	4/5/6	6/9	8/7	5/5/5		
	Total	150	100	150	150	150	150		
7.	Yes	60	40	12/28/20	33/27	35/25	25/18/17		
	No	45	30	10/10/25	27/18	25/20	15/20/10		
	Partly	45	30	10/26/9	23/22	25/20	13/12/20	3,330	0,1466
	Total	150	100	150	150	150	150		
8. .	Yes	60	40	14/27/19	37/23	30/30	24/19/17		
	No	36	24	10/13/13	20/16	17/19	12/14/10		
	Partly	54	36	12/30/12	26/28	25/29	13/26/15	17,140	0,320
	Total	150	100	150	150	150	150		
9.	Yes	54	36	20/28/6	27/27	30/24	15/20/19		
	No	51	34	23/18/10	30/21	30/21	17/19/15	17,735	0,326
	Partly	45	30	9/11/25	23/22	27/18	15/19/11		
	Total	150	100	150	150	150	150		
10.	Yes	90	60	15/60/15	47/43	45/45	23/27/40		
	No	15	10	6/5/4	9/6	8/7	6/4/5	15,230	0,3036
	Partly	45	30	10/25/10	21/24	28/17	12/15/18		
	Total	150	100	150	150	150	150		
11,	Yes	90	60	15/63/12	61/29	55/45	20/55/15		
	No	15	10	4/6/5	6/9	7/8	5/8/2		
	Partly	45	30	9/25/11	22/23	20/25	11/23/11	1,473	0,0986
	Total	150	100	150	150	150	150		
12.	Yes	120	80	65/35/20	77/43	66/54	25/70/25		
	No	15	10	5/4/6	9/6	8/7	5/5/5		
	Partly	15	10	8/3/4	4/11	6/9	6/5/4	25,130	0,380
	Total	150	100	150	150	150	150		
13.	Yes	15	10	8/3/4	4/11	6/9	6/5/4		
	No	90	60	15/63/12	61/29	55/45	20/55/15		
	Partly	45	30	9/25/11	22/23	20/25	11/23/11	9,757	0,247
	Total	150	100	150	150	150	150		
14.	Yes	120	80	60/35/25	75/45	66/54	28/67/25		
	No	15	10	6/5/4	9/6	8/7	6/4/5		
	Partly	15	10	5/4/6	9/6	8/7	5/5/5	1,779	0,108
	Total	150	100	150	150	150	150		
15.	Yes	75	50	14/50/11	38/37	40/35	15/50/10		
	No	15	10	6/5/4	9/6	8/7	6/4/5		
	Partly	60	40	14/27/19	37/23	30/30	24/19/17	1,738	0,107
	Total	150	100	150	150	150	150		

Table 2. Demographic characteristic of the respondents

Demographic characteristics	Answers	Percentages
Age (N_1)	> 30	20
	30 - 45	40
	< 45	40
Gender (N_2)	Male	50
	Female	50
Degree of education (N_4)	Secondary school	20
	High	40

	Mr., PhD	40
Work place (N₃)	Manager	50
	Operator	50
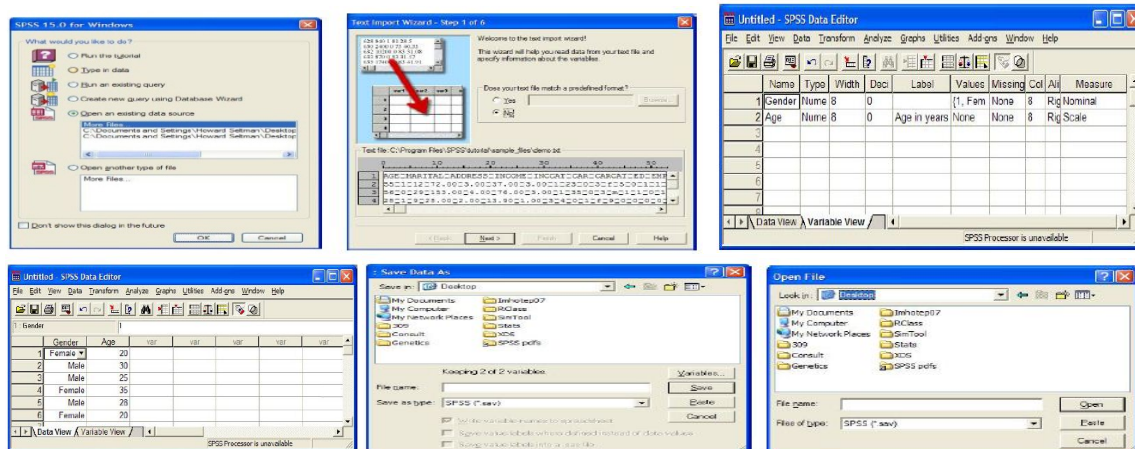
Figure 1. Step by Step SPSS Windows presentation

Table 3. Descriptive Statistics

	Mean	Std. Deviation	N		Mean	Std. Deviation	N
h1	100.0000	17.32051	3	h9	100.0000	30.26549	3
h2	100.0000	31.22499	3	h10	150.0000	78.46018	3
h3	150.0000	45.50824	3	h11	200.0000	136.07351	3
h4	150.0000	26.45751	3	h12	150.0000	133.32292	3
h5	100.0000	34.64102	3	h13	100.0000	96.43651	3
h6	150.0000	33.40659	3	h14	150.0000	39.68627	3
h7	150.0000	39.00000	3	h15	250.0000	108.51267	3
h8	300.0000	194.87175	3	h16	300.0000	96.28603	3

Table 4. Case Processing Summary

		N	%
ases	Valid	3	100.0
	Excluded[*]	0	.0
	Total	3	100.0

Table 5. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.951	.974	16

Table 6. Descriptive Statistics

	N	Range	Min	Max	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
h1	3	30.00	90.00	120.0	300.0	100.0000	10.00000	17.32051	300.000
h2	3	60.00	75.00	135.00	300.00	100.0000	18.02776	31.22499	975.000
h3	3	89.00	111.00	200.00	450.00	150.0000	26.27420	45.50824	2071.000

h4	3	50.00	120.00	170.00	450.00	150.0000	15.27525	26.45751	700.000
h5	3	60.00	60.00	120.00	300.00	100.0000	20.00000	34.64102	1200.000
h6	3	66.00	114.00	180.00	450.00	150.0000	19.28730	33.40659	1116.000
h7	3	69.00	105.00	174.00	450.00	150.0000	22.51666	39.00000	1521.000
h8	3	380.00	135.00	515.00	900.00	300.0000	112.50926	194.87175	37975.000
h9	3	58.00	66.00	124.00	300.00	100.0000	17.47379	30.26549	916.000
h10	3	144.00	96.00	240.00	450.00	150.0000	45.29901	78.46018	6156.000
h11	3	258.00	96.00	354.00	600.00	200.0000	78.56208	136.07351	18516.000
h12	3	255.00	45.00	300.00	450.00	150.0000	76.97402	133.32292	17775.000
h13	3	180.00	30.00	210.00	300.00	100.0000	55.67764	96.43651	9300.000
h14	3	75.00	120.00	195.00	450.00	150.0000	22.91288	39.68627	1575.000
h15	3	195.00	180.00	375.00	750.00	250.0000	62.64982	108.51267	11775.000
h16	3	179.00	231.00	410.00	900.00	300.0000	55.59077	96.28603	9271.000
Valid N	3								

Table 7. Inter-Item Correlation Matrix

	category	category2	category3	category4	category5	category6	category7	category8	category9	Category10
category1	1.000	.315	-.844	-.907	.997	-.967	.933	.792	.886	-.987
category2	.315	1.000	.244	.115	.381	-.064	.635	.829	.720	-.159
category3	-.844	.244	1.000	.991	-.803	.952	-.594	-.340	-.498	.919
category4	-.907	.115	.991	1.000	-.874	.984	-.695	-.460	-.607	.963
category5	.997	.381	-.803	-.874	1.000	-.947	.956	.833	.916	-.973
category6	-.967	-.064	.952	.984	-.947	1.000	-.811	-.611	-.739	.995
category7	.933	.635	-.594	-.695	.956	-.811	1.000	.958	.993	-.864
category8	.792	.829	-.340	-.460	.833	-.611	.958	1.000	.985	-.684
category9	.886	.720	-.498	-.607	.916	-.739	.993	.985	1.000	-.800
category10	-.987	-.159	.919	.963	-.973	.995	-.864	-.684	-.800	1.000

Table 8. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Q1	3	73.00	131.00	320.00	106.6667	30.10537
Q2	3	46.00	178.00	320.00	106.6667	66.64333
Q3	3	51.00	184.00	320.00	106.6667	69.09655
Q4	3	19.00	272.00	320.00	106.6667	143.27014
Q5	3	59.00	172.00	320.00	106.6667	58.53489
Q6	3	42.00	178.00	320.00	106.6667	68.24466
Q7	3	62.00	163.00	320.00	106.6667	51.50081
Q8	3	30.00	195.00	320.00	106.6667	83.11638
Q9	3	50.00	174.00	320.00	106.6667	62.68439
Q10	3	51.00	210.00	320.00	106.6667	89.57864
Q11	3	57.00	190.00	320.00	106.6667	72.61083
Q12	3	88.00	126.00	320.00	106.6667	19.00877
Q13	3	54.00	155.00	320.00	106.6667	50.63925
Q14	3	30.00	181.00	320.00	106.6667	75.52704

| Q15 | 3 | 87.00 | 138.00 | 320.00 | 106.6667 | 27.42870 |

4. CONCLUSION

The SPSS package enables us to obtain statistics ranging from simple descriptive numbers to complex analyses of multivariate matrices. On some questions from this survey questionnaire will be performed the calculation of the Chi-square test and the coefficient of contingency (C), and finally concluding observations based on the processed data. The obtained answers and results of the survey are presented in tabular and graphic in the text that follows is. Our aim is to help to become familiar with SPSS, and we hope that this introduction will both reinforce our understanding of statistics and lead us to see what a powerful tool SPSS is, how it can actually help you better understand your data, how it can enable you to test hypotheses that were once too difficult to consider, and how it can save our incredible amounts of time as well as reduce the likelihood of making errors in data analyses. In this paper we have chosen to work with SPSS, or the Statistical Package for the Social Sciences. SPSS was chosen because of its popularity within both academic and business circles, making it the most widely used package of its type.

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AN INVESTIGATION ON MOTIVATIONAL REGULATIONS DRIVING THAI HIGH SCHOOL STUDENTS TO PURSUE UNIVERSITY EDUCATION ACCORDING TO THE THEORY OF SELF-DETERMINATION

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Abstract
Self-determination is a psychological framework in which various types of motivational regulations are classified. While internalised regulations include drives that arise from personal interest (intrinsic motivation), personal values and personality (integrated regulation), as well as perceived importance of executing of a certain task (identified regulation), non-internalised regulations are associated with drives that come from external regulations such as social expectations (introjected regulation) and incentives (external regulation). Research suggests that internalised regulations tend to give rise to enjoyment in doing tasks. However, stress and anxiety may be caused by non-internalised factors. This study aims to explore different types of motivational regulations driving Thai high school students to enter university education in medicine, engineering, business, and social sciences. Results taken from 314 respondents based on a 5-likert scale survey reveal that among those interested in social sciences are predominantly driven by internalised regulations, with the ratio of internalised and non-internalised regulations at 32:1. In contrast, those interested in medicine, engineering, and business exhibit a lower level of internalisation as the ratios are 4:1, 4:1 and 3:1, respectively. It is hypothesised that although students may find intrinsic drives to carry on their study in these fields in some way, they may find it difficult to avoid social expectations and incentives that may attach to these mainstream degrees. In contrast, those interested in other courses particularly in social sciences concern more on their personal interest that is well aligned with the subject area. This study therefore points out some educational concerns that potentially exist among students preparing for medicine, engineering, and business who may require proper emotional and educational support from their teachers and parents.

Keywords: Self-determination, Internalised regulations, Non-internalised regulations, Motivation

THE EUROPEANIZATION OF THE GERMAN FOREIGN POLICY – "GERMANIZATION" OF THE COMMON SECURITY AND DEFENSE POLICY

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Abstract
Our paper aims to examine the relationship between Germany's foreign policy and the European Union's Common Foreign and Security Policy. Since Germany is the European Union's leading political and economic power today, it could be assumed that the Common Foreign and Security Policy has also been "Germanized". However, we should not forget, that the German foreign policy has a strong European identity as well. To examine this issue, we exert the Europeanization theory in cases like Germany's role in the institutionalization of the Common Foreign and Security Policy, negotiations of Iran's nuclear deal, and the Ukraine crisis. We conclude that the German foreign policy is still today highly Europeanized, on the other hand, the Common Foreign and Security Policy is not "Germanized". In other words, a more assertive German foreign policy does not mean that Germany has left her strong Europeanized identity.

Keywords: Europeanization, European Union, European Identity, German foreign policy, Common Foreign and Security Policy.

YOUTH POLICIES AND THE SOCIAL SITUATION OF NEETS IN ROMANIA

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Abstract
In this paper, I analyze the situation of vulnerable young people in Romania, with a focus on NEETs, one of the categories at risk of social exclusion in the European countries. The main objective is to understand the vulnerabilities of young people in relation with the specific issues of the education system, the labor market, and the efficiency of the social protection system.
The first part of the paper aims to describe the social inequalities to which young people in Romania are exposed. The second part proposes the descriptive analysis of the NEETs profile in Romania and the European Union. I use Eurostat quantitative data to outline the diversity of NEETs in Romania, complemented with secondary qualitative data collected from NEETs and social workers from a research report published by the Institute of Educational Science in Romania (ISE 2015). The third part focuses on the problems that young people face when leaving the education system, as well as on labor market inequalities and issues related to the efficiency of social transfers in Romania. The last part aims at analyzing youth policies in the context of austerity after the global economic crisis of 2008.

Keywords: social inequalities, NEETs, youth policies, labor market segmentation, Romania

THE BETTER VERSION OF OURSELVES: A SOCIO-ANTHROPOLOGICAL REVIEW OF PERSONAL DEVELOPMENT PRACTICES IN ROMANIA

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Abstract

The paper investigates what are the social and personal consequences of practicing personal development in Bucharest, Romania. Personal development has been conceptualized as an instrument by which citizens are governed in advanced capitalism (Rimke 2000, Rose 1996, etc.). The mantra „You are the most important person in your life!" opens a challenge in understanding how bears the responsibility on how we lead our lives. According to personal development discourses, the individual is the only one who can interfere with his/her own existence. It opposes blaming other entities (e.g., system, friends) for success of failure or building expectations that other entities will provide solution for one's problems. Furthermore, personal development purports to provide tools through which individuals can overcome their problems and achieve their goals. These tools are built mainly on the concept of personal transformation, which covers a comprehensive range of potential practices, from changing social or professional relationships to changing language, emotions, and thoughts.

A SOCIAL SURVEY-- SHOULD DIGITAL PILLS BE IMPLEMENTED INTO SOCIETY?

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Abstract
Digital pills are currently being used to track the time and date that a pill was consumed and are utilized in medication known to aid patients with mental illnesses. However, should the use of digital pills be implemented into society among medication that does not essentially treat mental illnesses? The main objective of this study is to evaluate people's opinion on whether the use of digital pills should be implemented into society. To achieve our goal, we conducted a survey over a period of 10 days and collected data from a sample of 108 Thai citizens. With this method, we were able to explore the following matters: the types of pills that participants have consumed and the duration of consumption, if they have accidentally consumed said medication repeatedly after taking it, and whether it would help them if they could use pills with a function that could record the time and date that the pill was taken. From the survey, it was revealed that among those who accidentally consumed medicine repeatedly after taking it 80.6% of participants did not, while 19.4% did. Interestingly, 72.9% agreed that the use of digital pills would definitely help them in their daily lives with only a minority (27.1%) who disagreed. This indicates that although the majority of participants did not necessarily encounter the problem that the digital pill was created to solve, they agreed that the use of digital pills should be applied into one's daily life for greater convenience.

Key Words Digital pills; Implemented; Society; Medication; Record time and date

THE BELT AND ROAD INITIATIVE IN THE CONTEXT OF THE COVID-19

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Abstract
The Belt and Road Initiative (BRI) outlines a new conceptual framework that would allow China to play a bigger role in the world economy and international relations. However, the conceptual foundation of the BRI establishes essential components of the Chinese foreign (economic) policy in the long run. Understanding China's BRI development strategies may help the neighbouring states to learn Beijing's intentions at the regional level. Is the BRI China's vehicle for the road to a peaceful development or is it a covering strategy for acquiring, at least, regional hegemony? Moreover, how the BRI is going to develop considering the COVID-19 outbreak?
The goals of the essay are to examine the core features of China´s most audacious project: the Belt and Road Initiative. However, the scope of the paper goes further explaining BRI's geopolitical aims, how the COVID-19 may transform the project and its relevance to China´s financial reformation process.

A SUBJECTIVE RESEARCH PAPER ON
MULTICULTURAL PERCEPTIONS OF ABORTION LEGALISATION IN THAILAND

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Abstract

We are living in a world where modernization and economic stability prevail; never before have we witnessed the rapid development of science and technology that unites human beings and strengthens the unquestionable knowledge. Abortion, an endless debate which is and etc.; a debate where either ethical issue of the child or pregnant women rights will conquer. As stated by the World Health Organisation (WHO), up to 25 millions cases have taken place illegally, sadly, among 25 million cases, up to 8 million cases malfunctioned; jeopardizing the lives of both maternity and fetal. Our ambition is to investigate the different perceptions on the legalisation of abortion in Thailand. Therefore, we conducted a survey of a total of 202 responses of 16 open and close ended questions, where this research paper will discuss the qualitative findings gathered as follows. According to the findings, 74% believe abortion should be legal in Thailand. On the other hand, 26% believe abortion shouldn't be legal in Thailand. In which, the research paper will then examine and justify their beliefs. In addition, the paper will discuss what should be prioritized, child's or mother's rights, including real life scenarios and father's rights. As a conclusion, this subjective research paper will analyze the qualitative perspectives, on the topic 'Should abortion be legal in Thailand?".

Key words: Illegal abortion, Legal abortion, unplanned pregnancy, Mother's right, Father's right, Fetal's right

STUDENT SURVEY GATHERS OPINIONS ABOUT ONLINE LEARNING DURING THE GLOBAL PANDEMIC OF COVID-19

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Abstract
        The spread of Corona virus affects the whole world. A great loss whether in lives or economy but another problem that affected not less than other side is the school. In this period of time child safety is the most important factor that everyone must consider. In many countries, there is a solution so that young people have equal access to education and learning during the outbreak of COVID-19. The methods of solving problems in each country are different. And the method that is popular in many countries is online learning which is considered a big adjustment for teachers and students. But even though it is the best method, there are still disadvantages and many problems such as inequality in education Inequality in access to technology - online equipment lack of student interaction or including the parents have to allocate and take care of the education plan for the children, not every parent will have enough time because may have to work too .In this study with the purpose of exploring opinions or recommendations in the corner of youth who have to study online mainly during the outbreak of COVID-19 in order to be useful in improving the online teaching system to reach students and allowing the student to get good mental health while studying during this time period. By conducting this survey, divided into a total of 10 questions related to online teaching. And is the answer selection only Yes or No for clarity and easy to understand information. The survey will be conducted by all students from the sample of 300 people which will be divided into 100 students from each elementary school secondary school and university students. After that, the survey results were summarized and analyzed. All data is therefore displayed in a chart for easy distribution.

Keywords: *Corona virus, Online learning, Survey, Economy,Mental health*

GREEK CULTURAL DIPLOMACY: CHALLENGES AND OPPORTUNITIES

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Abstract

The rise of soft power on foreign policy agenda has included culture as one of the basic mechanisms of the ability to achieve goals through attraction rather than other means. Eventually, cultural diplomacy has been connected to the concept of soft power and has turned into an essential part of any soft power exercise and strategy, in contemporary world. Cultural diplomacy plays an important role in supporting state's response to global challenges, promoting national image and building alliances. Additionally, it enhances mutual understanding and frames a context of peace and tolerance. Greece has an advantage over exercising cultural diplomacy, since its name is internationally known due to its ancient history, its classical cultural heritage and its accomplishments in the cultural field through out time. How Greece has employed culture in its international relations and how has mobilized culture in its external relations? Which are the main goals of Greek cultural diplomacy and the axes upon which has developed? And, which are the challenges and obstacles in exercising successfully cultural diplomacy? Is there room for improvement, and if so which policy recommendations should be made? The paper tackles the above issues.

Keywords: Greek cultural diplomacy, national and international scene, challenges and opportunities, policy recommendations.

COACHING – A USEFUL METHOD OF PROFESSIONAL DEVELOPMENT

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Abstract
"In the actual social context when our capacity to develop, learn and adapt at a professional level is extremely challenged is absolutely important to find those methods and instruments which can help us to reach the necessary changes in our professional life. As we know, professional development is a real concern for every organization and also an area/a domain which explore many kinds of methods, such as training, mentoring, e-learning, professional specialization etc. This paper has the purpose to bring in your attention a development method which is not fully explored – COACHING method. The present paper is a conceptual review of definitions, advantages and opportunities of coaching for professional development. Here are some possible questions to the fundamental dilemma of professional development: How is possible as a coach with no background in the field of coacher's profession to bring a relevant and important contribution to his professional development? Which are the situation and context when coaching is a helpful developing method? How can it help to develop as a specialist in one 's professional field? What kind of positive impact we can have if we chose to use this method?"

Introduction

In our days is necessary for an employee, both in execution or management position, to be willing to learn and develop. Everything is under change effect, the position, the context of work, the organization and the society itself. Technology updates every year with new and unexpected ways of doing work and organizations are absorbing all this in order to survive and to be competitive in the work market. So talking about professional development today has the same importance as talking about profits and economic issues, because it is about how an organization will survive and be sustainable in society.

Dee Dickinson use to say that tidal waves of change engulf every country causing social, educational, ecological, political, scientific, and economic revolutions, and bringing in deluges of new information, along with new technology to communicate and process it. Such acceleration of change necessitates flexibility, the ability to learn and unlearn and relearn, and a willingness to experiment and take risks. Many of the increasingly complex problems of today's world have no

solutions in textbooks, databases, or authority figures. Furthermore, in nearly every community and every country throughout the world there has never been such diversity of people, from different cultural, racial, social, economic, and educational backgrounds and consequently with very different ways of learning, thinking, and behaving.

As a result, it is essential to find new ways of communicating and working together to confront the problems that threaten the lives of human beings, countries, even the planet itself. The collaboration of individuals and organizations has become essential. It is critically important to integrate ideas and information, drawing from the wisdom of the past and combining it with new findings drawn from studies in human and organizational development, from science and technology, and from the rapidly changing history of our times.

Professional Development

Dee Dickinson believes that the problem in adult education will not be accessing information, but processing and managing it intelligently, ethically, and with an anticipatory mindset. The development of these skills must be the collaborative enterprise of parents, educators, business people, scientists, and political leaders who recognize that generative individuals and organizations moving towards self-actualization are critically important to the future of this fragile, interdependent world.

In an attempt to systematize the various concepts of professional development, Judith Sachs (2009) proposes different models:

a) Professional development as re-instrumentation - dominant perspective based on acquisition can be improved through learning and development of new skills.

b) Professional development as remodelling - as in the previous case, these professional development models, the transmission of knowledge and the reinforcement of the practice of working.

c) Professional development as revitalization - this model elects as structuring axes learning and professional renewal.

d) Professional development as re-imagining – as the name implies, is based on the innovative and creative capacities of both those who conceive the processes of professional development, as well as those who practice them.

Professional development cannot be confused with aspects of a career plan, or reduced to it, although it may have associations and intersections with it. Nor can it be identified only as professional competence, where competence is allied to efficiency. It integrates, above all, the idea of evolutions/revolutions in the different cycles of the life of a professional, in perspectives of adult human development, associated with professional development.

The most used methods in professional development are: job rotation, task delegation, on-the-job training, mentoring, teaching, training, counselling and not the last, coaching. A study by the International Personnel Management Association noted that ordinary training typically increased productivity by 22%, while training combined with coaching increased productivity by 88%. That encouraged me to highlight coaching method and give it more attention when I think about professional development.

Concept of Coaching – History & Definitions

Coaching, as a concept, is taken from sport and describe a process to train someone to reach performance in a specific skill. We can train someone for performance in any kind of living field such as sport, business, career, relationships, etc.

At the beginning of this method, about 30 years ago, coaching was used more as a personal development method and became in a short time a very appreciate development method in business too. This method evolves from the level of a supporting discussion between two carrying people into a very specific tool to achieve results and performance.

The link between the process of learning to adults and coaching is laid out by Wolfe and Kolb in 1984. They describe the learning process to adults as more likely to have a specific action. Action, to have relevance in learning, has to be followed by a reflection process and only this can provide a meaningful experience. Coaching is a method which brings exactly this part of the learning process: tools of reflection and giving meaning, as well as the chance to extract a useful lesson from adult experience.

The International Coaching Federation (ICF) defines coaching as "a partnership that accelerates learning rhythm, performance and progress of the client on the personal and professional level."

European Coaching Institute (ECI) defines coaching as "a process that helps the client to give up on what is now and to achieve what he wanted to became". In this definition became clear that coaching is a powerful method of learning, transforming and re-defining the personality.

The coach has a role of catalyzing inner processes and open access to inner resources in order to create a performance. This has happened during a number of agreed sessions aimed by the transformation goal of the client. The differences between a usual conversation and a coaching conversation are:

- Focusing on the specific topics of the client;
- Guiding processes of thinking, learning and behaviour of the client;
- Following an action plan to achieve agreed results and benefits.

Coaching is a structured and pragmatic approach with the aim of turning to advantage day to day opportunities, of learning from mistakes and of changing a difficult event into a positive and constructive consequences. Coaching is the method which learn us how to learn. A coach is not necessarily an expert in the client field, more likely an expert in changes processes and personal transformation. He only facilitates the learning process for the client. All the achievement and transformations are made by the client itself.

Jackie Arnold said in the book" *Coaching skills for leaders in the workplace – How to develop, motivate and get the best from your staff*", that the coaching in professional development is a way of encouraging and supporting someone to achieve a goal or to develop or acquire skills. The focus of coaching is the individual being coached. The coach makes interventions to support the client to move forward and to take responsibility for their own decisions and actions. Although a coach does not need to have knowledge or expertise in any of the areas of their clients' work, they are skilled professionals, trained in methods and processes that enable their client to develop and change positively.

A coach creates particular energy when working with their clients by being a non-judgmental listener and reflector of the ideas and issues that arise. They do not put forward their ideas and suggestions during the coaching session. Instead, they remain convinced of the potential of those they coach. This enables the clients to discover and explore hidden areas and to build on their inherent ability for development. Coaching focuses, for the most part, on the present situation and future possibilities.

The guideline principles of coaching are:

1. Focus to the future and specific objectives;
2. Oriented attention on concrete and specific dates;
3. Oriented to the actions and changings;
4. Achieving results and specific targets agreed with the client.

"Coaching is an activity designed to improve performance and […] must involve turning work situations into learning opportunities" (John Whitmore, 2014)

"Coaching involves developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organizational objectives. It targets high performance and improvement at work, although it may have an impact on an individual's private life. It usually lasts for a short period and focuses on skills and goals'." (Jarvis et al., 2006)

Tips for coaching

Nowadays this concept is more elaborated then before and we can distinguish more tips of coaching according to the purpose of the targeted clients (adapted from Coaching Course, 2013):

1. *Business coaching* – the main client targets are businessman and managers and has the purpose to give support in the creation and developing a successful vision for the business or the company.

2. *Executive coaching* – it is the process where the clients - businessman or managers – work with a coach to improve their business or managerial/leadership skills. This process can be initiated by the client in particular or by the company.

3. *Corporate coaching* – it is the process where the company pay for coaching sessions for employees or teams to improve their performance in the team/working department. This session can involve many employees and sometimes many departments too.

4. *Career coaching* – it is a process initiated usually by a client who intends to improve a specific area from his career, to clarify a career path and the steps to achieve clients career goals.

5. *Life coaching* – it is a process initiated by a client who intends to improve a specific area from his life, to find some specific solution for life or relational problems.

Professional development through coaching underline employee development as an organizational environment matter and as a way of achievement an expected performance. In this process, a coach offers support and guidance for the employee to reach the company performance expectations and to contribute to his intellectual, emotional and professional development. The aim of this form of development is focused on the employee professional objectives, on his action plans, to overcome the obstacle of the objectives and to attain performance on the job.

Benefits of coaching in professional development

The adult learner it appears that they may learn very easily in such an environment. Dr Dorothy Billington, a developmental psychologist and author of *The Emerging Adult*, completed a study of adult-doctoral clients in both traditional universities' environments and non-traditional ones, more opened to new programs. She notes that "as we begin to recognize the need for lifelong learning, we are also beginning to recognize that significant learning and personal development go hand-in-hand. We cannot separate emotions and thoughts."

Billington hypothesised that adults in doctoral programs would experience ego growth, particularly to the extent that their educational experiences were characterized by pacing (i.e. exceptional intellectual stimulation somewhat beyond their present level of knowledge or achievement) and an emphasis on developing intrinsic locus of control, or self-directed learning. She found, contrary to much of the literature on adult development, that adults can and do experience significant personal growth at mid-life. Furthermore, her study showed "that clients tended to experience growth only within the non-authoritarian environment that emphasized self-directed learning, support, mutual trust, and respect," and that "being forced to accept an external locus of control in more traditional learning environments might well result in an actual decline in ego level."

Dr Dorothy D. Billingtone analyzes what type of learning environment best helps adults to grow and develop and distinguishes in her study seven characteristics of highly effective adult learning programs:

1. An environment where adults **feel safe and supported**, where individual needs and uniqueness are honoured, where abilities and life achievements are acknowledged and respected.

2. An environment that **fosters intellectual freedom** and **encourages experimentation and creativity.**

3. An environment where faculty **treats adults as peers, it accepts and respects them** as intelligent experienced adults whose opinions are listened to, honoured, appreciated. Such faculty members often comment that they learn as much from their clients as the clients learn from them.

4. Self-directed learning, where **clients take responsibility for their learning**. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.

5. Pacing, or intellectual challenge. Optimal **pacing is challenging people just beyond their present level of ability**. If it challenges too far beyond, people give up. If it challenges too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported high levels of intellectual stimulation - to the point of feeling discomfort - grew more.

6. **Active involvement in learning**, as opposed to passively listening to lectures. Where adults and instructors interact and dialogue, where adults try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.

7. **Regular feedback mechanisms** for adults to tell faculty what works best for them and what they want and need to learn - and faculty who hear and make changes based on client input.

In contrast, in learning programs where clients feel unsafe and threatened, where they are viewed as underlings, life achievements not honoured, those clients tend to regress developmentally, especially in self-esteem and self-confidence. In programs where clients are required to take identical lockstep courses, whether relevant to professional goals or not, and where they are often

expected to spend several years working on a dissertation that is part of a professor's research project instead of on a topic of their choice, they grow less. In other words, clients grow more in client-centred as opposed to faculty-centred programs.

Coaching represents the learning method who involve all the conditions mentioned by Dr Dorothy D. Billingtone as necessary for an adult to grow and develop properly.

The role of a coach is to create a safe environment for learning and to give client support to decide by himself what he wants to achieve and to establish his learning objectives. Using questions techniques, a coach helps the client to generate a new perspective over a situation or a problem, new understandings and new approaches. Client in coaching has full opportunities to explore his reality and to express creativity.

In coaching, there are used different techniques to allowed the client to have access to inner resources, to understand himself, to make his own decisions and elaborate on his strategies of changing. The coach will respect client autonomy and will encourage to use his work and life experience and learn from it. Coach role is only to guide and accompany the client in his discovery journey.

Maybe one of the challenging approaches of a coach is to offer constructive and constant feedback all over the process and an objective/neutral view over the situation, acting as an accurate mirror of the client words and actions. Coach brings the client to grasp with his own creations and challenge him to act according to his purpose. Confidentiality is one of the key points in coaching, transforming the coach into a trustful journey partner.

Coaching on the spot is a supportive conversation rather than a 'telling' one, considers Jackie Arnold. It involves using some of the skills of coaching that all good managers already know:
- ➢ Listening without judgement.
- ➢ Staying with the person while they explain their needs.
- ➢ Giving eye contact and full attention to the situation.
- ➢ Allowing your questions to draw out the knowledge from the client.
- ➢ Supporting them to come to a decision.
- ➢ Tapping into their own knowledge and skills.

Coaching does not always need a formal structure to be effective. It does, however, need trust, patience, skilled questions, sensitivity and the ability to create a close rapport with clients. Above all, it requires to believe that client knows the answer. It requires to put aside the need to 'fix it' for them: to allow them to own the task or find the solution that is best for them.

Coaching enables people to discover their strengths, to concentrate on developing points and to learn from their mistakes. It motivates them to move forward in their role and to take responsibility for their goals and actions. It discourages the command and control method of management and, instead, nurtures and draws out each individual's hidden talent and skills.

A real advantage of coaching is that it encourages a person to focus on their strengths as well as on the developing areas. It enables individuals to challenge beliefs about themselves that may be holding them back. It can open a closed door and can release people from self-imposed restrictions. It permits people to move forward in the way that is right for them.

Coaching is of value because it promotes:
- increased confidence and self-awareness;
- enhanced emotional intelligence;
- effective resolution to issues and challenges;
- business/personal growth and career advancement;
- better decision-making and clarity around goals;
- improved time and stress management;
- enhanced verbal and non-verbal communication skills.

(adapted from Association for Coaching, 2006).

Sir John Whitmore, in his book, "*Coaching for performance*", distinguishes the following benefits of a company on how to choose and adopt as called "a culture of coaching":
This kind of open-culture environment has several benefits, as follows:
1. Improves performance and productivity - because take the best from people and help them to express their potential;

2. Develops employees;

3. Improves learning process;

4. Improves relationships within teams and departments;

5. Gives a better quality of life;

6. Gives more time for the manager;

7. Produces more creative ideas;

8. Manages more efficient people, abilities and resources;

9. Provides quick and efficient answers in the organisational or institutional crises;

10. Provides flexibility and adaptability to change;

11. Motivates employees;

12. Helps the cultural transformation;

13. Provides essential abilities.

Conclusions

Essentially, coaching is a process of identifying blockages and inner resistance, overcoming obstacles, a transformation of personality, increasing performance, releasing inner potential and find a new way to have an optimal response to reality.

The coaching process involves a partnership between the coach and the client with the common goal to find a solution to the clients' problems and to reach expected performance. The client, at the moment he enters into the coaching process, takes the role of a change agent of his own personality and becomes open up to transformation at many levels: optimization of actual abilities, development of new abilities, re-evaluation and transformation of his own values, believes and attitudes. As a result, he rises his motivation and overcomes his own limits.

Coaching process opens up individual potential with the aim of maximizing performances. It helps clients to learn mostly by themselves than from others and to gain flexibility and autonomy in front of the challenge of change. Coaching is the most appropriate method to face change and to adapt to new opportunities in the work market.

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MONEY TREES, JEWISH NOSES AND SOME GOOD OLD FASHIONED RED BAITING: BERNIE SANDERS AND THE CURIOUS CASE OF ANTI-SEMITIC DOG WHISTLES IN THE 2020 DEMOCRATIC PRESIDENTIAL PRIMARY

Luiza-Maria FILIMON

Abstract

The Republican Party has operated with racial coded messages or "dog-whistles" over the last fifty decades and for a good reason: they are very effective. They are convenient rhetorical devices that provide plausible deniability, they are persuasive from an electoral point of view, and, more importantly, they shape public policy. So successful have the dog-whistles proven to be that the Democratic Party would also adopt this strategy as was seen during President Clinton's 1992 presidential campaign as well as afterwards during his mandates (from immigration to the welfare reform to the crime bill – all of these issues were sprinkled with some dog-whistle dust).

Dog-whistles target minorities – primarily African-Americans, but also Latinos as well as other non-ethnic minorities. Dog-whistles work by framing the person or group as somehow taking advantage of the system on account of the color of their skin and profiting on the backs of hard-working American taxpayers (the taxpayers are coded as "white"). African-Americans have bore the brunt of this coded form of discrimination and the community witnessed many setbacks due to the way the official rhetoric has framed them ("thugs", "welfare queens"). President Obama was also targeted by dog whistles, for example, his full name – Barack Hussein Obama – was used frequently by right-wing commentators in an attempt to emphasize some alleged Muslim / Islamic origins.

This article examines how dog whistles were used to target Bernie Sanders, the Democratic-Socialist who ran for president in the Democratic primaries from 2016 and 2020. Bernie Sanders is Jewish and though people are cognizant of anti-Semitics stereotypes, they are not immune to the anti-Semitic dog-whistles as proven by their mostly uncontroversial use where Sanders was concerned. From erasing his Jewish identity and framing his as just another white candidate to the insistence that he should publish his tax releases even though he had already disclosed some – the subtext being that he was potentially hiding some money cache while going around criticizing billionaires – to multiple red-baiting instances – the case of Bernie Sanders showcases how mainstream can prejudices become especially if the person positions themselves to be anti-mainstream, to go against the grain.

Keywords: anti-Semitism, Bernie Sanders, dog-whistles, Democratic Party, Democratic primary

MARKETING IMPLICATIONS OF CROSS-DEVICE SEARCH

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Abstract

The way how consumers search for information within their purchasing decision making has changed dramatically. Thanks to the widespread use of mobile devices and the continuing availability of online information, consumers have almost endless pool of information resources they can refer to. This paper deals with the topic of online information search in relation to devices used for web search. Specifically, its aim is to provide a comprehensive overview of processes related to cross-device search and their impacts on marketing. Systematic review of trusted peer-reviewed academic literature resources is conducted to identify and analyse relevant published research results in the area. Theoretical implications relate to the theory of consumer behaviour and the concept of integrated marketing communication. Impacts on businesses striving to capture and sustain the attention of consumers throughout their information search process are outlined.

Keywords: Consumer behaviour, cross-device search, cross-session search, digitalisation, information search, literature review

Introduction

The affordability of various multimedia devices (mobile phone, tablets, laptops, desktop computers, smart TVs, etc.), along with the increased volumes of online information has changed the information search behaviour of users. A term 'personal device ecosystem for cross-device search' has been introduced (Di Geronimo, Husmann, and Norrie 2016), reflecting the fact that often, more than one device is used for information research. Cross-device search has emerged as one of the two concepts aiming at explaining various devices are used to search for information. Researchers are trying to understand why and how people move between these devices and what are the implications for such behaviour.

Cross-session search is a term related to cross-device search. It explains how information search is resumed after a certain period of time, resulting in a number of sessions. Similarly to cross-session search, the task for researchers is to examine how users perform cross-session search tasks, what devices are used, and how the information search is resumed – how users continue the search, building on search results from the previous sessions.

This paper focuses on marketing implications of cross-device search. Based on a detailed review of six research articles dealing with cross-device search, its objectives are to i) provide a summary

of the current state of research on cross-device search; ii) identify the implications for marketing, both marketing as a function and marketing organisations.

STATE OF THE ART

Characterizing and Supporting Cross-Device Search Tasks
(Wang, Huang, and White 2013)

This is the first study on cross-session search that has sparked a wave of academic interest in this topic. Previous studies have studied cross-device behaviour without the focus on search, they looked at cross-session tasks without considering the device switch or they examined mobile and desktop searches separately. This study focuses on web search, specifically the transition from desktop computers/laptops to mobile devices and vice versa. It tries to shed more light on the nature of cross-device search tasks. Its implications are centred around search engines. Wang et al. (2013) believe that there are many opportunities for search engines to adjust their search results for people who transitioned from another device. This second or subsequent search is referred to as a 'post-switch search', thus resuming the information search again on another device.

The study acknowledges that search tasks are complex and often involve multiple queries across multiple sessions and devices. The focus of modern search engines has shifted from developing algorithms to provide the best search results to individual search queries to assisting users in achieving the aims of their search tasks. The authors acknowledge that for users, it can be quite challenging to switch between devices to continue their search tasks. The common solution for this, the search history shared between devices, has several limitations. Thus, users are often left to remembering what they were searching for and what they have already found out. The research sample consisted of search queries of 39,081 users collected over one month. The query stream is segmented into 30-minute fragmented units – sessions. Using the same search query before and after the switch enabled the researchers to differentiate between new and resumed search tasks.

In this study, Wang et al. (2013) consider cross-device search tasks as a key research challenge. They introduce models which can help develop tools and/or algorithms that will enable people to search more effectively in a multi-device world. Thus, the implications of this study relate to search engines, mainly their functionality and algorithms.

Cross-Device Search (Montanez, White, and Huang 2014)

The authors claim that understanding the use of multiple devices such as computers, laptops, and smartphones for information search is essential. In their study, they focus on creating models predicting various aspects of cross-device search, for example the next device used for search. In their analysis, game consoles are included as an emerging platform. The aim of their research was to impower search engines to provide more direct support for various applications, including search continuation.

The study works with a large sample of search logs from more than 33 millions of users. Unique identifiers have been assigned to web searches across devices, assisting in attributing searches to the same searchers, as they moved across devices. More than 1.68 millions of users searched on more than one device and thus, were analysed closely. Device transition probabilities were calculated. Majority of the transitions were self-transitions, where users continued the search on the same device (e.g. 98.74% by computers). If only the cases where the device was switched were analysed, the highest probabilities were tablet – computer (91.89%), and smartphone – computer (84.55%). This can be best explained by the need for a bigger screen, enhancing the usability and quality of information consumption. Also, search topics were analysed, and device transitions were predicted.

Understanding and Supporting Cross-Device Web Search for Exploratory Tasks with Mobile Touch Interactions (Han, Yue, and He 2015)

This study accentuates the fact that thanks to mobile devices, i) search can be initiated at any time and any place, and ii) because of the relatively small screen and other constraints, some of the more complex queries can be difficult to handle on mobile devices. Similarly to the two previous studies (Wang, Huang, and White 2013; Montanez, White, and Huang 2014), the authors focus on studying web search tasks involving long search sessions with a number of queries. However, unlike the two previous studies, Han, Yue, and He (2015) conducted a user study based on an experiment to shed more light into the issues of cross-device search. A CrossSearch platform developed by the authors for the purpose of the research was used in the study. The system has simulated Google search, providing results from Google mobile if the search was initiated on a mobile device, and from Google desktop in case of desktop search. Participants were assigned six search tasks and their search behaviour was studied. Apart from analysing user behaviour in cross-device exploratory web search tasks, the researchers also focused on MTIs (Mobile Touch

Interactions) and their usefulness for improving the quality of subsequent queries, and thus improving the search performance.

Identifying and Modeling Information Resumption Behaviors in Cross-Device Search (Wu, Dong, and Tang 2018)

This study builds on the previous research on cross-device search and specifically addresses information resumption behaviours. A laboratory user experiment was conducted, where users were provided laptops to conduct desktop search, while using their own smartphones for mobile search. A search engine developed for the purpose of this study was used (CAFÉ), providing re-ranked search results from Bing based on MTIs and viewing time. The research sample consisted of 34 users. Four important issues relating to modelling the information resumption behaviour were identified: i) the pre-switch user experience influences the post-switch session information resumption – the long-term exploration of the issue across multiple devices increasing user's knowledge; ii) queries are optimised when switching between devices, based on lessons learned from previous searches; iii) the number of effective queries is also influenced by the fact that search queries evolve/are optimised in time; iv) the click rate of the post-switch session is affected by the previous experience, with users focusing on result areas based on their knowledge.

Exploratory study of cross-device search tasks (Wu, Dong, and Liu 2019)

This study examined cross-device search from point of view of real user experience. Specifically, the authors conducted content analysis of 343 questionnaires, studying the following characteristics of cross-device search behaviour: Topic, Type, Complexity of Knowledge Dimension, Complexity of Cognitive Dimension, Environment, Device Switch, and Switching Demand. Thus, self-reporting from users was used as an alternate approach to transaction logs used in the first two studies (Wang, Huang, and White 2013; Montanez, White, and Huang 2014), and user experiments, utilised in the other two studies (Han, Yue, and He 2015; Wu, Dong, and Tang 2018).

Two nationalities dominate the research sample – Chinese (204), and U.S. (123). Cross-device search is motivated by the need to solve the problem (most of the search tasks are factual). Switch from a mobile device to a PC/notebook was mainly triggered by the need for a larger screen to analyse the results/consume the content. Change of location played a role when switching back from a PC/notebook to a mobile phone. Five reasons for device switch were studied, with i) unsatisfied and ii) complement dominating the answers, followed by iii) planned (users intended

to switch the device), iv) forced (they could not continue the search for various reasons) or v) memory (to remember what they found).

Understanding task preparation and resumption behaviors in cross-device search (Wu et al. 2019)

In this study, a user experiment on the sample of 36 users was conducted, exploring the cross-device search behaviour consisting of two phases: i) task preparation, and ii) task resumption. The authors consider re-finding of information as not only looking for the same information, being it a query or a URL, but also finding new or additional information on the same topic. Students from Wuhan University were recruited and asked to search in Chinese. The previously developed and used search platform CAFÉ (Wu, Dong, and Tang 2018) was used to conduct the experiment. Users were asked to search for information relating to four tasks, both on desktop and mobile devices.

The authors found that information need remains blurred in task preparation and becomes clear in task resumption. Interruption caused by device transition leads to the phenomenon of re-finding in cross-device search. This research is novel because studies of re-finding are usually from the angle of resuming, instead of investigating how users searched before resuming the task. Implications for search engine designers have been identified.

Methodology

The literature review method was chosen to identify the current state of research around cross-device search and identify the implications of the current knowledge in this area both on marketing as a function and marketing organisations. The literature study was conducted between 01 March 2020 and 30 June 2020. The literature used to conduct this review was identified through citation databases Web of Science, and Scopus, with additional searches and full texts obtained via ScienceDirect, ACM Digital Library, and Wiley Online Library.

A variety of keyword combinations was used to identify the most relevant studies. These related to cross-device search, cross-session search, using multiple devices for information search and online purchases etc. Many studies that had partial impacts on marketing's response to cross-device behaviour were identified, however, at the end only the six studies directly examining the issues of cross-device search were selected for a detailed review. Another study of Han et al. (2015) was not included in details analysis due to its similarity with an included study of Han, Yue, and He (2015). An overview of the studies included in this paper and their main

characteristics including the method used, research sample, search engines used in the study, and implications of the research is shown in Table 1.

Table 1 Overview of parameters of evaluated research studies

Authors	Method	Sample	Search engines	Implications
Wang, Huang, and White, 2013	Transaction logs	39,081	Undisclosed	Search engines
Montanez, White, and Huang, 2014	Transaction logs	1,675,272	Undisclosed (en-US locale)	Search engines
Han, Yue, and He, 2015	Experiment	24	Google (via own Cross-Search platform)	Search engines
Wu, Dong, and Tang, 2018	Experiment	34	Bing (via own CAFÉ search engine)	Search engines
Wu, Dong, and Liu, 2019	User self-reporting	343	Mainly Baidu and Google	More theoretical
Wu et al., 2019	Experiment	36	Bing (via own CAFÉ search engine)	Search engines

FINDINGS AND DISCUSSION

Summary of analysed studies

Using multiple devices to accomplish the information search task has become common over the past years. Users often use two or more devices to find all the information they require. Switching between these devices occurs for various reasons, which include the fact that a larger screen is necessary to continue, users are not satisfied with what they found on the current device, the search session is interrupted, whether forcibly or planned etc.

Although the six analysed studies are different in approach and methods, they have something in common. They focus on understanding the cross-device search behaviour, modelling it, and drawing implications from the technological perspective, for example for search engines to improve their search results, and enable a smooth transition assisting the user in efficiently

achieving the goals of his information search tasks. In all these studies, nothing or very little is said about what this user behaviour means for companies and their marketing. Despite this fact, findings from these six studies can be used to generalise their implications on both marketing theory and practice.

Implications for marketing

The fact that consumers (and businesses) use web search to resume their information search on a different device has vast implications for marketing. Being visible on the search engine results page (SERP) for many keywords related to the business and its products is crucial for business striving to become visible to their prospective customers to be able to initiative a conversation and ultimately, sell them their products. More businesses now understand the power of Google and other search engines in sending them relevant, convertible traffic.

However, the fact that search visibility is not a one-off thing (the user searches, finds the company, and purchases the product) but plays a continuous role in re-finding the information specific to a certain need and/or product, is of paramount importance for business and their marketing departments and/or marketing agencies. Achieving high search visibility in SERPs for a variety of keywords has become more important than ever and needs to be recognised by businesses. These two use cases can illustrate this:

A) Finding a new toothpaste with minimal negative health impact. The consumer has learned that the colour codes on a toothpaste relate to its compounds, with a lighter stripe meaning the toothpaste is healthier, and dark one standing for a toothpaste full of chemicals. Because the stripe on his toothpaste was dark, he decided to search for a toothpaste with lighter stripes, aiming at swapping the product he uses. To his surprise, web search for related keywords has revealed that this was a myth, and the stripes have nothing in common with toothpaste's compounds but are merely used for packaging purposes, coming in a variety of colours. He found this information on several websites, confirming its validity. When searching, the website of his current toothpaste's manufacturer came up amongst the first resources he found. While reading the article, he also learned about more benefits of his current toothpaste and how it is different to other products on the market. This has affirmed him in the fact that changing the toothpaste is not necessary and he continued buying his current toothpaste. The result might have been different if a website of another toothpaste manufacturer confirming the myth would have ranked first.

B) Responding to a television advertisement. For TV advertisers trying to promote their products to increase sales, it is not only important that people see their TV spot but also how they respond. And because of the fact that a mobile phone or another device is commonly used while watching TV (Google 2012), the natural response to a TV advertisement is users searching for related information. In this case, a simple scenario occurs: If the website belonging to or related to the advertiser ranks at the top of the SERP, the user gets there, and has a chance to consume its content. If not, he may end up giving up on his search or finding out that there are other similar products that can well satisfy his freshly sparked need or interest. Because his screen is too small, even if he finds the advertised product, he might end up searching for more information on another device (or the same one) later on. Thus, search visibility directly influences the efficacy of TV advertising campaigns, with advertisers with low search visibility literally allowing to send the traffic from Google or other search engines directly to their competitors.

These were just two examples of many cases where search visibility directly affects the continuity of the information search behaviour. For brands and products with high search visibility for general, product related, and campaign related keywords it means that they maximise the chance of consumers to consider, and hopefully buy their products. Businesses with low search visibility are not only missing out on search engine traffic, but they are also directly losing money when advertising their products without ensuring a high search visibility for relevant keywords.

Conclusion

As it has been documented, for businesses and brands, it is of outmost importance to rank at the top of search results for the whole spectrum of available keywords. Only thanks to this, users searching for information, navigating between different devices can still consider the originally discovered brand or product. The implications of the existing research on cross-device search directly relate to technology and search algorithms but their indirect applications and consequences for marketing can not be ignored. It has been confirmed that for businesses and their marketing agencies, search visibility represents the cornerstone of their consumer-oriented marketing campaigns (Miklosik 2014). Also, a concept of search-centric marketing, based on the premise that search visibility serves as a key connector between various communication channels, has been developed lately (Miklosik 2016).

Theoretical implications of the findings of this study relate to the theory of consumer behaviour and the concept of integrated marketing communication. Impacts on businesses striving to capture and sustain the attention of consumers throughout their information search process have been outlined, forming the practical contribution of this paper. The limitations of this study relate to the number of research papers evaluated. Because only paper specifically focusing on cross-device search were considered, other studies dealing with the availability of multimedia devices and their use for information search were omitted, along with their consequent marketing implications. Adding more resources represents an opportunity for future research agenda.

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COMPARISON OF FINE ARTS EDUCATION OF TURKEY AND ROMANIA

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Abstract:
Art is the most powerful discipline which expresses human being's values, culture, identity, life styles, emotions and society's experiences. In the historical process, the art was buttressed by human beings and accordingly by civilizations and was transferred from one human being to another. In the history of humankind, art and human being got integrated to each other and moved forward together across life and in this travel, the human being got acquainted with art and made artistic progress through education.

In the globalizing world, there is a growing need for imagination, creativity, innovative labor and cooperation in the transition process from industrial society to information society. Art education is extremely important to the satisfaction of such needs as it enables the development of flexible and different thinking styles, supports emotional development and via the cooperation to be established, promotes learning and skills acquisition.
As of the early 20th century, the concept of art education is defined in its general sense as the creative artistic education which is offered both in and out of schools and covers all fields and forms of fine arts.

Fine arts education occupies a significant position in education. It adopts an approach which addresses human being through all his/her aspects, enables him/her to perceive the life as beautiful and raises his/her aesthetical sensitivity and equips him/her intellectually. In this conjunction, this study is aimed at the comparison of Turkish and Romanian education programs on fine arts in terms of their contents. It is a study on comparative education and in the study, a qualitative research method, the document analysis, was employed. As the primary source, the most up-to-date data which were available on websites of universities of both countries analyzed under the study and fine arts education programs which could be accessed through program coordinators at universities were utilized. Departing from study findings, certain recommendations were developed for fine arts education programs of Turkey and Romania.

Key-words: *comparative education; fine arts; education programs; fine arts education.*

Introduction

In our age, understanding art, being interested in art and contributing to art is a requirement for every individual. The concept we call art is in our lives as a beautiful way to understand and interpret the world.

Making art is a requirement of human nature and is one of the most important aspects of social life. Because human beings have always tried to express themselves with an object, event, or place, and have gone in the way of expressing their existence.

Art education or visual culture is a branch of science in itself. When viewed from the scientific window, it would be counterproductive to the realities of the scientific world to place an order of importance, like or similar, at a lower level or higher level than the other branches of science. Plato's ideas on the subject of art follow the footsteps of a social-political thought, an individual without art should not be considered, he puts a fine line between his discourse and science and art and depicts it with the allegory of the cave.

Education is the most effective process in shaping, raising, developing, directing and preparing healthy individuals and their communities for the future. However, this expectation is closely related to the quality of the education designed and implemented. The necessity of artistic and cultural education of individuals and societies is a fact. Art education is part of general education and involves in-school, out-of-school artistic education. In general educational institutions for training and education in all areas of the fine arts and art education (painting, sculpture, architecture, visual communication, photography, cinema, music, dance, theatre, literature, design, etc.) includes. In a narrower sense, it covers the courses (painting, design, graphics, music) given in schools (San, 2004).

In the art education approach, the student should accept the culture/cultures to which he belongs as the starting point. This is the best possible outlet to establish the trust that arises from one's in-depth appreciation of one's own culture, to explore the cultures of others and then to respect and appreciate them. At the center of this is to accept the constant evolution of culture and its value in both historical and contemporary contexts. In this context, art should be gradually introduced to students through artistic practices and experiences and preserve the value not only of the result of the process, but of the process itself. Furthermore, since many art forms cannot be

restricted to a single discipline, more emphasis should be placed on the interdisciplinary aspect of art and the commonalities between them (UNESCO, 2006).

The constructivist approach to individual self-improvement and self-expression has a major impact on how educators thinks about art, culture and aesthetics as active learning tools in the classroom (Jackson 1998). Akuno et al. (2015), in their historical review, since the conceptualization of ancient Greek aesthetics, it has been seen that the arts deal primarily with beauty and morality (i.e. ethics and virtue). In general, it is confirmed from international research that the participation of art and culture in the lives of individuals supports their social, emotional and cognitive well-being and development. In this context, art education has an important place in the formation of the civilized individual. The formation of an individual who is aware of the pleasures around him and who is aware of the effectiveness necessary to change this is achieved through art education that will be given from childhood.

Art education contributes to an education model that provides individuals with free expression opportunities, combines physical, intellectual and creative skills and enables dynamic and effective relationships between education, culture and arts (Dobbs, 1998; Shoob, Stout, 2010). Knowledge of art disciplines and practices is one of the key factors for the intellectual, academic, cultural, social and personal development of children and young people. For this reason, art and art education is an indispensable part of basic education.

To enable the individual to realize his/her own abilities, gain and develop a sense of self-confidence between the individual and social goals of fine arts education is extremely useful in terms of the expected impact on the individual's personality. For this reason, fine arts education is a necessary and compulsory education in terms of learning the art of social rise, application and intellectual dimension.

In order to understand the content of arts education, it is important to understand the scope of fine arts. Traditionally, fine arts are classified as follows:
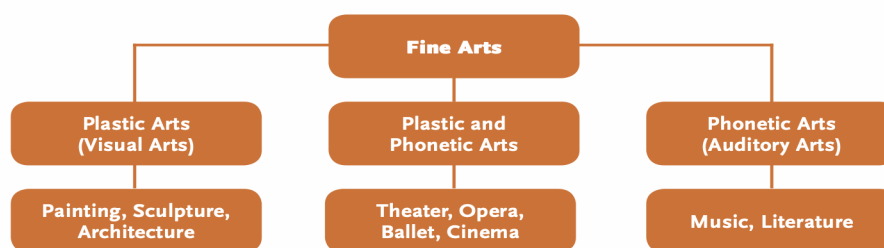
Figure 1: Fine Arts Classification

Today, it is seen that art education is applied in different ways in each country. This difference can be both in terms of training time and content. In terms of the courses to be taken, it is seen that there are changes.

In this study, topics related to learning areas and courses in the program, units within the context of fine arts education in Turkey and Romania were examined. In the study, it has been tried to reveal the similarities and differences by comparing the vision, aim, learning areas, units and the distribution of the units according to the grade levels of the two countries, the number of acquisitions and the lesson hours. The study concluded that the two countries ' fine arts education curriculum differed in terms of units, number of gains, hours, content, and similarities in terms of vision and approach at different levels. Based on the findings, some suggestions have been developed for fine arts education in Turkey and Romania.

Fine Arts Education in Turkey

Art education is emerging as an important tool in developing these skills in the 21. century, when the need for creativity and cultural awareness is growing.

The 21st century will be an age of change and development in terms of fine arts education. It is thought that the individual who changes his perception of the outside world through a multifaceted art education will become more creative, confident, productive, trying to change his environment in a positive way and give new forms.

The Departments of Fine Arts Education in the faculties were established to train art educators who are trained in theory and practice with educational understanding, aesthetic appreciation and ability and to follow and interpret the developments in contemporary art.

The American educational philosopher John Dewey, who was invited to Turkey in 1924, prepared a publication on the educational system called "The Turkish Educational System Report". Dewey's report has a positive impact on the politics of art education of the early republican period in terms of understanding the importance of art education.

German pedagogue Stiehler, who came to Turkey in 1926, highlighted four important points in his proposals for art education:

* Art education is not just a talent education,

* Educating students through art is essential,

* It is important to train branch teachers for art education classes,

* Art education courses should include environmental, citizenship and folk arts subjects.

Ismail Hakkı Baltacıoglu, one of the first Turkish art educators sent abroad, learned the methods of art education in 1910 and opened the art teaching course at the Academy of Fine Arts in 1927. With the contributions of Ismail Hakkı Tonguc and Ismail Hakkı Baltacıoğlu, a Fine Arts regulation was prepared and a commission was established for the establishment and advancement of fine arts education in Turkey.

Following Dewey's report, Gazi Secondary Teachers Training School (Gazi Institute of Education) was opened in Ankara in 1926 to train teachers in secondary schools. Primary, middle and high school art education programs were revised and workshops and studios were established. In 1932, the department of art education was opened within the Gazi Institute of Education. As stated in Altınkurt (2005), the department of art education and Gazi University not only trained art teachers for secondary education, but also trained talented and successful artists in Turkey.

In the early years of the Republic, the reports of foreign experts, overseas trained teachers in Turkey and the contribution of the presence of specialist art educators, art education programs art education correctly defined and the goals and objectives of policies and initiatives has been successfully implemented.

There is currently a department of fine arts education in the Faculties of Education under universities, most of which are state universities and others are private in Turkey. At the same time, art education is given with different names such as Fine Arts, Design and Architecture Faculties, Fine Arts Faculties, Fine Arts and Design Faculties, Art and Design Faculties.

In all educational institutions where scientific education is conducted and art-based education is conducted in Turkey, a test model that measures science and art at the same time is being applied by taking students with special ability exams. In the entrance exams for the programs that require special aptitude exams, the students are accepted or rejected by passing the exams according to a certain skill sequence.

Each of the Faculties of Fine Arts, whose numbers are increasing every day in Turkey and which aim to educate the artists of the future, is implementing a unique program and method. While some prefer academic and conservative ways as an adapted form of the master-apprentice method, some faculties develop an interdisciplinary understanding by using experimental methods

and current computer and media technologies. The duration of education in all departments within these faculties is four years and the language of education is mostly Turkish. Under these faculties are the main departments of art education and music education. The education provided by music teachers in music education branches aims to train music educators, while the department of art education trains art educators in the field of visual arts. In addition to art education, these faculties also offer courses in psychology and pedagogy. They also offer graduate and master's degree/qualification level education in the arts. Faculties other than fine arts education faculties are divided into main departments (textile and fashion design, painting, industrial product design, graphics etc.) and provide art education.

Although educating art instructors is the main purpose of Fine Arts Education departments in education faculties, students of fine arts faculties and conservatories can serve as art instructors in related fields after obtaining Pedagogical Formation Education Certificate.

Arts education in Turkey falls under the scope of both formal and non-formal education. The general structure of both education systems and their relationship to arts education is as depicted below (İKSV, 2014):
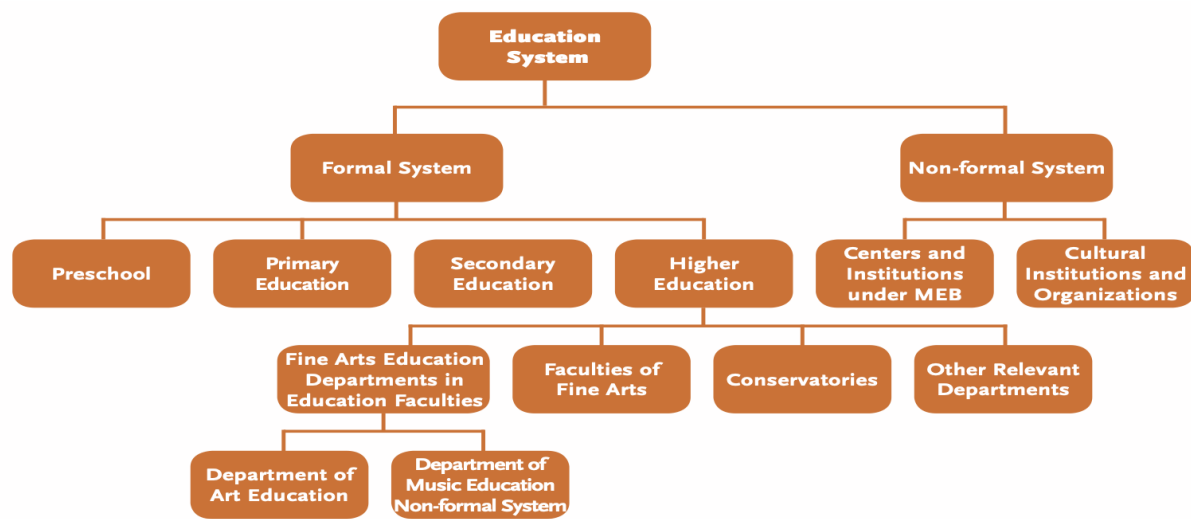
Figure 2: The General Structure of Both Education Systems and Their Relationship to Arts Education

Of fine arts education section of the educational programme must comply with the framework of the Council of Higher Education "Art Education Degree Program", art class, as well as in the field of visual arts has eight areas, these are "graphic design, sculpture, textile design, ceramics, traditional Turkish arts, printmaking, industrial design and photography. The faculties of education focus mainly on the painting course within the discipline of visual arts. As a result, students studying to become art educators have no choice but to study only in one field without being offered options corresponding to their own abilities, which hinders the motivation and creativity of these students.

The eight-semester course program of the Department of Fashion Design, which is one of the departments in these faculties, is given as an example in Table 1.

Table 1: Course Structure Diagram with Credits (Department of Fashion Design)

I. Semester Course Plan						
Code	**Course Title**	**Teo.**	**Pra./Lab.**	**TOTAL**	**Credit**	**ECTS**
TAR-101	Principles of Kemal Atatürk I	2	0	2	2	2
TÜR-101	Turkish I	2	0	2	2	2
İNG-101	English-I	3	0	3	3	3
STF-101	Basic Design I	4	2	6	5	7
STF-103	Pattern I	2	2	4	3	5
STF-105	History of Art I	2	0	2	2	2
STF-107	History of Civilization	2	0	2	2	2
STF-109	Introduction to Art Concepts	2	0	2	2	2
MTA-101	Introduction to Fashion Design I	3	2	5	4	5
TOTAL		**22**	**6**	**28**	**25**	**30**
II. Semester Course Plan						
Code	**Course Title**	**Teo.**	**Pra./Lab.**	**TOTAL**	**Credit**	**ECTS**
TAR-102	Principles of Kemal Atatürk II	2	0	2	2	2
TÜR-102	Turkish II	2	0	2	2	2
İNG-102	English II	3	0	3	3	3
ENF-102	Informatics Computer Applications	2	2	4	3	4
STF-102	Basic Design II	4	2	6	5	7

Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
STF-104	Pattern II	2	2	4	3	5
STF-106	History of Art II	2	0	2	2	2
STF-108	Design History	2	0	2	2	2
MTA-102	Introduction to Fashion Design II	1	2	3	2	3
TOTAL		**20**	**8**	**28**	**24**	**30**

III. Semester Course Plan

Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
STF-201	Turkish Art	2	0	2	2	2
MTA-201	Mold Preparation I	4	2	6	5	7
MTA-203	Fashion Workshop I	4	2	6	5	7
MTA-205	Draping I	2	2	4	3	4
MTA-207	Fashion Picture I	2	2	4	3	**4**
MTA-209	Textile Surfaces and Material Information	2	0	2	2	2
MTA-211	Technical Drawing	2	2	4	3	4
TOTAL		**18**	**10**	**28**	**23**	**30**

IV. Semester Course Plan

Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
STF-202	Artistic Interaction	2	0	2	2	2
MTA-202	Mold Preparation II	4	2	6	5	7
MTA-204	Fashion Workshop II	4	2	6	5	7
MTA-206	Textile Surface Design	2	2	4	3	4
MTA-208	Fashion Picture II	2	2	4	3	5
MTA-210	Fashion History	2	0	2	2	2
MTA-212	Draping II	2	1	3	3	3
TOTAL		**18**	**9**	**27**	**23**	**30**

V. Semester Course Plan

Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
MTA-301	Mold Preparation III	2	2	4	3	5
MTA-303	Fashion Workshop III	4	2	6	5	7
MTA-305	Computer Aided Model Design	2	2	4	3	4
MTA-307	Fashion Picture III	2	2	4	3	4

VI. Semester Course Plan

Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
STF-302	Contemporary Art	2	0	2	2	2
MTA-302	Collection Preparation I	6	2	8	7	8
MTA-304	Fashion Marketing	2	0	2	2	2
MTA-306	Turkish Clothing History	2	0	2	2	3
MTA-308	Computer Aided Mold Design	2	2	4	3	5
VII. Semester Course Plan						
Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
MTA-401	Workplace Training	5	15	20	12	18
	Elective Course VII					
MTA-403	Internship	0	0	0	0	12
MTA-405	Erasmus Internship					
TOTAL		**5**	**15**	**20**	**12**	**30**
VIII. Semester Course Plan						
Code	Course Title	Teo.	Pra./Lab.	TOTAL	Credit	ECTS
STF-402	Intellectual Property and Copyright	2	0	2	2	2
MTA-402	Collection Preparation II	4	2	6	5	7
MTA-404	Portfolio Design	2	2	4	3	4
MTA-406	Graduation Project	2	2	4	3	5
MTA-408	Workplace Training and Internship Evaluation	2	0	2	2	2

Students who have to choose only one department fill in the number of compulsory credits with electives courses after the third grade. These courses vary according to the department chosen. Courses such as fashion photography, clothing ergonomics, style consultancy and production planning are included in the elective pool for the Fashion Design section given in Table 1.

When evaluated in general and considering in Table 1, it is understood that art education can develop only with effective and conscious fine arts education that will be given to students in schools. In this respect, fine arts education in Turkey strives to reach a contemporary art education by renewing itself, requiring change day by day.

Fine Arts Education in Romania

The Romanian National School of Fine Arts was established on October 5, 1864 by the decree given by Prince Alexandru Ioan Cuza, and as a result of the steps taken by the painters Theodor Aman and Gheorghe Tattarescu. The school had operated with the departments of painting, sculpture, engraving, architecture, linear drawing, aesthetics, history of art and perspective. During this period, the school lasted 5 years. In 1904 was esteabilished the first Romanian School of Decorative Arts.

Through the Higher Education Law of 1931, the Fine Arts schools in Romania were transformed into Academies of Fine Arts. The first rector was named Camil Ressu.

In 1942 the Academy changed its title again in the Higher School of Arts in Bucharest and in 1948, the Institute of Arts in Bucharest was established, having in its structure the Faculties of Theater and Music, Choreography and Fine Arts, Decorative Arts and Art History.

Later in 1950, the "Nicolae Grigorescu" Institute of Fine Arts was founded and since 1990, the "Nicolae Grigorescu" Institute of Fine Arts has evolved under the title of Academy of Arts, currently the National University of Arts from Bucharest – Romania Capital City.

Within the Romanian higher education reform, aiming at ensuring an institutional mobility of students at European level, the University introduced, since 1998, the European System of Transferable Credits (ECTS). Starting with the academic year 2005-2006, in accordance with the new norms established in the Romanian education, the long-term university studies are carried out for three years. By signing in Lisbon, in 1997, the European agreement for the recognition of diplomas, Romania has started a process in which the Ministry of Education and Research signs international conventions for the equivalence of certificates and diplomas. These aspects are applied to all Art University and Faculties from Romania.

Romanian Art Education institutes also has a research center that coordinates fundamental and applied research at the University, according to national and international standards, with an emphasis on interdisciplinarity – which is highly encouraged: as an example, Visua Arts Master degree from Art Faculty, Ovidius University of Constanța (Visual Education in Study of Landscape and human Figure) is an interdisciplinary program which incorporate visual arts, art theory and also biology (an example of course is Bio-Art).

Although the traditional programs with a high heritage and background continue to atract students (we talk here about Painting, Graphics, Sculpture), with the continue evolution of society and technology, the Design programs become more and more popular.

Another important aspect of art education in Romania is integrating Faculties of Art in multidisciplinary Universities. This is the case of Faculty of Arts from Ovidius University of Constanta.

At the initiative of a group of teachers of the High School of Arts and with the wide competition of the management of the Ovidius University of Constanţa, in 1997 the first steps were taken in order to lay the foundations of artistic higher education in Constanta. Within the Department of Arts, directly subordinated to the Rectorate of the university, in 1998, the specializations Music Pedagogy, Music Interpretation and Theater receive a functioning permit and happily complete the range of fields and specializations of the Ovidius University. In 1999, the educational offer of the Department of Arts was completed with Fine and Decorative Arts, and three years later (2002) the Department became the Faculty of Arts.

In the city and county of Constanţa there is an acute need for teachers for pre-university education of general culture (schools and high schools), but also for qualified staff, with superior training, necessary for cultural institutions (Art Museum, Museum of Folk Art, National Theater of Opera and Ballet "Oleg Danovski", the State Theater, the Theater for Children and Youth, local radio and TV stations, newspaper editorial offices, cultural magazines, libraries, etc.).

The human potential is enriched every year with local and national artistic personalities, whose name, value and activity (didactic, artistic and scientific) constitute, together with a material base in a permanent process of modernization, points of attraction for those who want to embrace an artistic or didactic-artistic career. The graduates of the faculty are 100% licensed, the vast majority of them finding jobs in educational, cultural or artistic institutions in the country or abroad, which confirms their good training in the field studied.

Speaking on the field of Visual Arts, Faculty of Arts from Ovidius University of Constanta has one Bachelor Degree - Pedagogy of Fine and Decorative Arts and one Master Degree – Visual Education by Figure and Landscape Studies, which is a more interdisciplinary program.

The program of studies Pedagogy of Fine and Decorative Arts has as mission the formation and certification of a multiple specialization: education, scientific research and artistic creation, by studying the evolution and perspectives of developing the complex relationship between art and education, in an interdisciplinary context, by contribution training disciplines in the field of plastic and decorative arts, education sciences, psychology, art theory, art therapy and new information technologies.

The study program aims at creating skills in relation to technical, practical and theoretical skills, at the confluence between the theory and practice of fine and decorative arts. The directions and principles of artistic pedagogy and art therapy are followed, in order to respond to the new exigencies and opportunities in the diversification of the creative and educational professions in the current society.

The essential competencies pursued are:

- understanding and coherent and integrated use of fundamental concepts in the field of visual arts, with applications in the fields of: education, communication and art therapy;
- experimenting in a differentiated language (by age groups and training) of the basic knowledge about artistic creation;
- stimulating artistic creativity through methods appropriate to the ages and stages of initiation;
- elaboration of personal artistic, pedagogical and art therapy projects, with the role of consolidating the professional prestige;elaboration of theoretical syntheses adequate to the visual education.

The Education Plan can provide more informations about the discipline the program is focussed on.

Table 2: Course Structure Diagram with Credits (Pedagogy of Fine and Decorative Arts)
I Year

Nr. crt.	Code Disciplines	*C1	**C2	Disciplines	Semester I (14 weeks)							Semester II (14 weeks)							Hours on discipline		
					SI	C	S	L	Lp ind.	F. V.	CR	SI	C	S	L	Lp ind.	F. V.	CR	Total	Cours es	Aplica tions
				Compulsory Disciplines																	
1	PAPDDF1 1-01	DF	DO	Perspective-Descriptive Geometry I	47	1	1	-	-	Ex	3								28	14	14
2	PAPDDF1 1-02	DF	DO	History of Art - Universal I	47	1	1	-	-	Ex	3								28	14	14
3	PAPDDS1 1-03	DS	DO	Psychology of Education	44	2	2	-	-	Ex	4								56	28	28
4	PAPDDD 11-04	DD	DO	The Basics of Drawing and Modeling I	33	2	-	1	-	V	3								42	28	14
5	PAPDDD 11-05	DD	DO	The Basics of The Composition: Visual Language Analysis	47	1	-	1	-	Ex	3								28	14	14
6	PAPDDS1 1-06	DS	DO	Artistic Anatomy I	47	1	1	-	-	Ex	3								28	14	14
7	PAPDDC1 1-07	DC	DO	Physical Education I	11	-	-	1	-	V	1								14	-	14
8	PAPDDC1 1-08	DC	DO	English, I	22	1	-	1	-	V	2								28	14	14
9	PAPDDF1 1-09	DF	DO	Image Processing on Computer I	36	-	-	1	-	V	2								14	-	14
1	PAPDDD 11-10	DD	DO	Basics of Color I	33	2	-	1	-	Ex	3								42	28	14
1	PAPDDF1 2-11	DF	DO	Perspective-Descriptive Geometry II								47	1	1	-	-	Ex	3	28	14	14

Nr. crt.	Cod Disciplines	*C1	**C2	Disciplines	SI	C	S	L	Lp ind	F.V.	CR	SI	C	S	L	Lp ind	F.V.	CR	Total	Courses	Aplications
12.	PAPDDF12-12	DF	DO	History of Art - Universal II								47	1	1	-	-	Ex	3	28	14	14
13.	PAPDDS12-13	DS	DO	The Basics of Drawing and Modeling II								58	2	-	1	-	Ex	4	42	28	14
14.	PAPDDD12-14	DD	DO	Grammar of Visual Language								58	2	-	1	-	Ex	4	42	28	14
15.	PAPDDS12-15	DS	DO	Artistic Anatomy II								22	1	1	-	-	Ex	2	28	14	14
16.	PAPDDC12-16	DC	DO	Physical Education II								11	-	-	1	-	V	1	14	-	14
17.	PAPDDC12-17	DC	DO	English II								22	1	-	1	-	V	2	28	14	14
18.	PAPDDF12-18	DF	DO	Image Processing on Computer II								36	-	-	1	-	V	2	14	-	14
19.	PAPDDD12-19	DD	DO	Basics of Color II								47	1	-	1	-	Ex	3	28	14	14
20.	PAPDDS12-20	DS	DO	Internship I								35	3 weeks				V	3	120		
				Optional Disciplines																	
21.	PAPDDS11-21	DS	DA	Engraving Techniques I / Ethics and Academic İntegrity	22	1	-	1	-	V	2								28	14	14
22.	PAPDDS11-22	DS	DA	Chromatology I / Video Technique I	22	1	1	-	-	V	2								28	14	14
23.	PAPDDS12-23	DS	DA	Engraving Techniques II / Sketches I								22	1	-	1	-	V	2	28	14	14
24.	PAPDDS12-24	DS	DA	Chromatology II / Video Technique II								22	1	1	-	-	V	2	28	14	14
Total Hours					411	13	6	7	-	6/7	30+1	392	11	4	7	-	6/6	30+1	672	336	336
Total General				Weekly Total Hour / Total Number Check Form / Credit		26			13		30+1		22			12		30+1	Raport C/A=1		

II Year

Nr. crt.	Cod Disciplines	*C1	**C2	Disciplines	Semester III (14 weeks)							Semester IV (14 weeks)							Hours on discipline		
					SI	C	S	L	Lp ind	F.V.	CR	SI	C	S	L	Lp ind	F.V.	CR	Total	Courses	Aplications
				Compulsory Disciplines																	
1	PAPDDF21-01	DF	DO	History of Art - Universal III	47	1	1	-	-	Ex	3								28	14	14
2	PAPDDD21-02	DD	DO	Study of Composition I	47	1	-	1	-	Ex	3								28	14	14
3	PAPDDS21-03	DS	DO	Pedagogy I	44	2	2	-	-	Ex	4								56	28	28
4	PAPDDD21-04	DD	DO	Study of Color I	33	2	-	1	-	V	3								42	28	14
5	PAPDDF21-05	DF	DO	Computer İmage Processing III	47	-	-	2	-	V	3								28	-	28
6	PAPDDD21-06	DD	DO	Study of Drawing I	47	1	-	1	-	Ex	3								28	14	14
7	PAPDDC21-07	DC	DO	Physical Education III	11	-	-	1	-	V	1								14	-	14
8	PAPDDC21-08	DC	DO	English III	22	1	-	1	-	V	2								28	14	14
9	PAPDDF22-09	DF	DO	History of Art - Universal IV								47	1	1	-	-	Ex	3	28	14	14
10.	PAPDDD22-10	DD	DO	Study of Composition I								47	1	-	1	-	V	3	28	14	14
11.	PAPDDS22-11	DS	DO	Pedagogy II								19	2	2	-	-	Ex	3	56	28	28
12.	PAPDDD22-12	DD	DO	The Study of Color II								33	2	-	1	-	Ex	3	42	28	14
13.	PAPDDF22-13	DF	DO	Image Processing on Computer IV								22	-	-	2	-	V	2	28	-	28

Nr. crt.	Cod Discipline	*C1	**C2	Discipline	SI	C	S	L	P	F.V	CR	SI	C	S	L	P	F.V	CR	Total	Courses	Applications
14.	PAPDDD22-14	DD	DO	Study of Drawing II								22	1	-	1	-	Ex	2	28	14	14
15.	PAPDDC22-15	DC	DO	Physical Education IV								11	-	-	1	-	V	1	14	-	14
16.	PAPDDC22-16	DC	DO	English IV								22	1	-	1	-	V	2	28	14	14
17.	PAPDDS21-17	DS	DO	Specialty Didactics 1								22	1	1	-	-	V	2	28	14	14
18.	PAPDDS22-18	DS	DO	Internship II								3 weeks					V	3	120		
				Optional Disciplines																	
19.	PAPDDADS21-19	DS	DA	Artistic Anatomy III/ Techniques and Transposition Technologies I	33	2	-	1		Ex	3								42	28	14
20.	PAPDDADS21-20	DS	DA	Traditional Engraving Techniques and Manners I / Painting Technique I	33	2	-	1		Ex	3								42	28	14
21.	PAPDDADS21-21	DS	DA	Introduction to Design I / Semiotics I	47	1	-	1		V	3								28	14	14
22.	PAPDDADS22-22	DS	DA	Artistic Anatomy IV/ Techniques and Transposition Technologies II								47	1	-	1		Ex	3	28	14	14
23.	PAPDDADS22-23	DS	DA	Traditional Engraving Techniques and Manners II/ Painting Technique II								22	1	-	1		Ex	2	28	14	14
24.	PAPDDADS22-24	DS	DA	Introduction to Design II/ Semiotics II								22	1	-	1		V	2	28	14	14
Total Hours Per Week					411	13	3	10	-	6/6	30+1	336	12	4	10	-	6/6	30+1	728	364	364
Total General	Total Physical Hours Per Week / Total Verification Form / Number of Credits				26		12				30+1	26		12				30+1	Raport C/A=1		

III Year

Nr. crt.	Cod Discipline	*C1	**C2	Discipline	Semester V (14 weeks)							Semester VI (14 weeks)							Hours on discipline		
					SI	C	S	L	P	F.V	CR	SI	C	S	L	P	F.V	CR	Total	Courses	Aplications
				Compulsory Disciplines																	
1.	PAPDDF31-01	DF	DO	Aesthetics of The Visual Arts I	47	1	1	-	-	V	3								28	14	14
2.	PAPDDF31-02	DF	DO	History of Romanian Art - I	33	2	1	-	-	Ex	3								42	28	14
3.	PAPDDD31-03	DD	DO	Study of Color III	47	1	-	1	-	Ex	3								28	14	14
4.	PAPDDS31-04	DS	DO	Two and Three-Dimensional Representation Techniques I	19	2	-	2	-	Ex	3								56	28	28
5.	PAPDDS31-05	DS	DO	Pedagogical Practice I	22	1	1	-	-	Ex	2								28	14	14
6.	PAPDDS31-06	DS	DO	Anthropology I	47	1	1	-	-	V	3								28	14	14
7.	PAPDDD31-07	DD	DO	Study of Drawing III	47	1	-	1	-	Ex	3								28	14	14
8.	PAPDDS31-08	DS	DO	Management of The Student Class	47	1	1	-	-	Ex	3								28	14	14
9.	PAPDDF32-09	DF	DO	Aesthetics of The Visual Arts II								22	1	1	-	-	V	2	28	14	14
10.	PAPDDF32-10	DF	DO	History of Romanian Art - II								33	2	1	-	-	Ex	3	42	28	14
11.	PAPDDD32-11	DD	DO	Study of Color IV								47	1	-	1	-	Ex	3	28	14	14
12.	PAPDDS32-12	DS	DO	Two and Three-Dimensional Representation Techniques II								19	2	-	2	-	Ex	3	56	28	28
13.	PAPDDS32-13	DS	DO	Pedagogical Practice II								47	1	1	-	-	Ex	3	28	14	14
14.	PAPDDS32-14	DS	DO	Anthropology II								47	1	1	-	-	Ex	3	28	14	14
15.	PAPDDD32-15	DD	DO	Study of Drawing IV								47	1	-	1	-	Ex	3	28	14	14
16.	PAPDDS32-16	DS	DO	Internship III								3 weeks					V	3	120		
17.	PAPDDS32-17	DS	DO	Elaboration of Diploma								2 weeks					V	1	40		
				Optional Disciplines																	
18.	PAPDDADS31-18	DS	DA	Elements of Graphic-Design I / Museology I	22	1	1	-	-	V	2								28	14	14
19.	PAPDDADS31-19	DS	DA	Modern Engraving Techniques I / Visual Communication I	33	1	-	2	-	V	3								42	14	28
20.	PAPDDADS31-20	DS	DA	Artistic Materials and Techniques I/ Technologies Scenography I	22	1	-	1	-	V	2								28	14	14
21.	PAPDDADS32-21	DS	DA	Elements of Graphic-Design II / Museology II								22	1	1	-	-	V	2	28	14	14
22.	PAPDDADS32-22	DS	DA	Modern Engraving Techniques II / Visual Communication II								8	1	-	2	-	V	2	42	14	28
23.	PAPDDADS32-23	DS	DA	Artistic Materials and Techniques II / Technologies Scenography II								22	1	-	1	-	V	2	28	14	14

Total Hours Per Week		386	13	6	7	-	6/6	30	314	12	5	7	-	6/6	30	700	378	322
Total General	Weekly Total Physical Hour / Total Number Verification Form / Credit	26			12	30			24			12	30			C/A=1,17		

Conclusion and Recommendations

Fine arts education serves as an important tool that generates the human resources that countries need to benefit from their cultural capital and contributes to the development of the skills needed. Countries that want to have strong and sustainable creative sectors are beginning to understand more and more that these capital and resources are very important to increasing the socioeconomic level of the country.

In this study, on the basis of comparison of countries, each with its own culture of fine arts education, social, political, and economic conditions structured according to each how much taken with each other, also showed distinctive features of the educational process, the conditions of admission to the university teacher education in the context of their education program content, the duration of the program, instructional processes, it was concluded that the conditions of graduation differ from country to country. In the light of this information, suggestions on fine arts education in Turkey and Romania have been presented.

For Turkey:
- Curricula and practices in all levels of the formal education system and in the departments of fine arts education in the faculties of education should be brought into line with international standards and the subject of art education should be a component of the general education reform.
- A continuous art education policy should be established in Turkey and the necessary resources should be allocated in this direction.
- Turkey needs to invest in the field of fine arts education with a long-term and holistic strategy in order to reach national targets in development programmes and to meet international standards in education. In order to implement a sustainable national art education policy, cooperation between the relevant institutions must be developed.
- Cultural and educational policies should be structured in parallel, and all actors of arts education policy at national, local and civil society levels should work together on models of cooperation for solving existing problems.
- Equitable access to qualified art education is a universal right and the subject of the concept of social justice. In this context, it is necessary to develop a systematic art education policy for the development and continuity of art education.

- Art education offers appropriate frameworks to promote and promote cultural diversity and intercultural dialogue. In order to understand the relationship between art education and cultural diversity, intercultural dialogue and cultural heritage education, it is useful to examine these concepts closely.
- Fine arts education must be compulsory at all levels of education.
- Fine arts education should use the latest information and technologies.

For Romania:

- continuous expansion and consolidation of international partnerships and collaborations with art institutions from all over the world, ensuring: the international visibility of the Faculty of Arts, Ovidius University of Constanta, a broader framework for its activities and more opportunities for its students and teachers in order to improve their skills and develop new artistic and research projects.
- continuous contribution to updating the higher education system by supporting institutional collaboration with the Ministry of Education and Scientific Research and other authorities in the field of education.
- developing a stronger connection with the local community through active partnerships with public cultural institutions, the business and creative industries sector, as well as with local and county public authorities in order to complete the educational mission, but also to promote creative practices and forms contemporary arts at the local community level by ensuring access to contemporary art for different age or social groups.
- introducing more activities for - stimulating artistic creation and innovative research concerned with capitalizing on tradition - regional, national or universal -, understanding and evolving contemporary society, promoting, at national level, the specificity of artistic research.

The role of fine arts education in the discovery and development of the individual's creativity and abilities in the aesthetic sense and in the provision of self-expression cannot be discussed. Fine arts education is a long-term investment in human beings. For this reason, fine arts education should be planned very accurately and its goals should be determined very well. It should not be forgotten that art can be developed and expanded through education.

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THE PROBLEM OF PRECISION IN RESEARCH EVALUATION: IMPACT FACTOR QUARTILES AND THEIR USE IN HIGHER EDUCATION POLICY DECISIONS [1]

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Abstract

The impact factor of a journal (JIF) is used in many extensive policy decisions concerned with the evaluation of research in higher education. One type of usage of JIFs in academic evaluation entails broad impact factor classes which pool together individual JIF values according to some predefined method. In the Clarivate Analytics Web of Science and within the annual Journal Citation Reports (JCR) in which JIFs are presented a distinctive classification is offered in which journals are assigned to specific JIF quartiles. This quartile classification is sometimes leveraged in policy practice as a definitive proxy for research quality. The aim of this paper is to investigate the differences between the quartile classes and to discuss the implications these differences may bring about when only this high-level classification is employed. A small sample of social science fields from the 2018 JCR edition is explored. The results of the paper highlight a problematic phenomenon of artificial aggrandizing through aggregation in which very small and insignificant JIF differences can be made to appear larger and more meaningful than they really are. This phenomenon presents a serious caveat for the use of JIF quartiles as an independent and singular proxy for the quality of research papers and indicates that such a use should be abandoned in policy practice.

Key words: research evaluation, journal impact factor (JIF), JIF quartiles

USE OF TECHNOLOGY IN EDUCATION DURING A PANDEMIC AND ITS POSITIVE IMPACT TO THE PSYCHOLOGY OF STUDENTS

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Abstract:

Recently, as a result of the ongoing COVID-19 pandemic, the educational transformation has been made towards online learning where students use their phone, computer, tablet, or TV for communication and learning. Research has shown that this does not only help students stay safe at home from the viral pandemic, but it also helps ease students' learning in various aspects ranging from their educational experience to psychological enhancement such as reduced stress and anxiety when interacting with teachers. To make students certain about their well-being, educational institutions including schools, universities, and tutoring schools establish a new curriculum namely online-education by using innovations in education to prevent the spread of Covid-19 in the classroom. However, little is known about how students generally feel about this mode of learning, especially from a psychological point of view. Therefore, this study aims to investigate the impact of this new educational form among school students in Thailand (N = 313) who have been exposed to online learning during the pandemic. The result shows that 68.9% felt safer with online education than study at school. In addition, 85.9% express that they prefer online learning to the face-to-face classroom. Furthermore, it shows that 55.9% prefer online discussion to face-to-face discussion. In sum, this study reveals that students in this present generation are prone to well adapt to the use of educational technology to advance their learning. Students feel more secure when their presence is made online. Therefore, perhaps it is a positive side of the pandemic that digital transformation has been more seriously put in place, and digitalized learning is a preferable mode of the students.

Key words: technology, education, psychology, curriculum, communication, education.

THE ROLE OF EMOTIONAL SUPPORT IN ACADEMIC PROBLEMS: AN APPROACH TO MENTAL HEALTH AND WELLNESS OF THAI STUDENTS

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Abstract

Many face a variety of issues and impediments of different topics, although the major problem in today's society is academic problems. Nowadays, students have trouble learning in schools and universities, affecting mental health issues consequently. Education has a crucial impact on individuals which influences psychological stress, especially in students. Apart from intrinsic factors like self-reliance, extrinsic approaches such as emotional support from others also play an essential role in people's mental health and wellness. Emotional support is defined as the ability to show sympathy, tenderness and concern for another person. The main purpose of emotional support is to make a healthy relationship which leads to emotional well-being and even longer life expectancies. This study investigated Thai students' point of view towards four main sources of emotional support including families, friends, school personnel and social support groups (for example, foundations and professional care providers). The lack of emotional support from school personnel like teachers and social support groups is clearly shown at only 2.4% and 2%, respectively. In contrast, the vast majority of the students surveyed received emotional support the most from their families and friends with a total of 56.8% and 38.8%, respectively. Despite the fact that emotional support from their families is the highest in its importance, efficiency and reliability, results revealed that the most accessible and preferred source of emotional support is from friends. Surprisingly, approximately two thirds of emotional support from social support groups and school personnel altogether is perceived to be inadequate, followed by family and friends, respectively.

Keywords: Academic problems, mental health issues, education, psychological stress, extrinsic approaches, emotional support, emotional well-being

ADAPTABILITY OF BANGKOK HIGH SCHOOL STUDENTS DURING THE COVID-19 PANDEMICS

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Abstract

People all around the world are currently facing a problem as a whole. COVID-19, an infectious disease that is currently widespread and is almost impossible to control. With the spreading of this deadly disease in Thailand, many Bangkok high school students are presently facing huge problems with trying to get into universities. Thai students are required to make portfolios and study hard for college admissions which, right now, are being obstructed by the spread of COVID-19 quarantine. This study, therefore, adopts the framework of adaptability to convey how well Thai high school students have been preparing for university requirements during the COVID-19 quarantine as each student has different motivations. Adaptability theory presents how well ones adjust readily to different conditions (in this case is COVID-19 pandemics). Based on a survey with 100 high school students, the result shows at first that 41% of the students spend time relaxing, another 41% spend most of the time relaxing but sometimes learning, and only 18% spend their time wisely learning and preparing for university. But, 51% took a short time to adapt and go back to studying while the other took a little bit longer to adapt and motivate themselves to study. The result shown above shows the correlation between high school student's actions and the time they spend to get back to the right track by showing how at first the majority of them take part in pleasure activities that is non-university related and let time pass but then the majority of the students adapt to the distraction of different lifestyle and get back to the right track. This can be assumed that the majority of Bangkok high school students were not traumatically affected by the COVID-19 pandemic and they are highly adaptable turning quarantine into a golden period to study.

Keyword: Adaptability, Motivation, COVID-19, University, Bangkok high school students.

INTRODUCTION

In this time of crisis, Thai students are experiencing difficulties caused by the COVID-19 pandemic, most especially students who wanted to pursue their studies in the medical field which required them to have community service and a research, which is very tough to go outside and move around because of this pandemic going on right now. For example, learning at home forbid the student to go and use the laboratory equipment at school to do the research. In addition, several places were closed due to the government policy makes it hard for student to do the community

service. Therefore, they must adapt to the current situation and find another way to complete those tasks that include their outstanding academic performance plus an additional test such as SAT. There are three mains form of motivation such as amotivation, extrinsic motivation, and intrinsic motivation (Vallerand, 1992). Psychologically speaking Williams (1999) states that, psychologists displayed different type of motivation yields different learning outcomes. Apparently, each student has different amount of motivation and learning outcome (Kieran Green1 & Junichi Fujita1, 2016). Therefore, their strategies and lifestyle will be different as well, so their lifestyle could depend on each individual motivation, (Thomas Hamilton Bailey, 2015).

This experiment is created to determine the lifestyle of the students in Bangkok. And how long does it take to adapt and being capable of dealing with the problem they face. The process of this experiment is done by a survey of the students in Bangkok. The two (2) main questions in the survey consist of/are follows:

1. What have you been doing during the lockdown?

    a. I have been doing my hobbies and relaxing.

    b. I have been self-studying but mostly chilling and relaxing.

    c. I have been seriously studying online and read books.

2. How long did it take for you to adapt and/or adjust with the current situation?

    a. For a while

    b. Very long time

    c. Just a minute

    d. Long time

METHODOLOGY

The questionnaire contains two statements representing activity and time to adapt during "The COVID-19 outbreak". It was anonymously distributed through the online survey to high school students in Bangkok, Thailand who had confronted a problem from COVID-19 outbreaking. Once the responses had reached 100 students, the data analysis, using inferential and descriptive statistics, was carried through the high school students' adaptability toward the time and their activity. Students' flexibility and motivations were displayed using a table and pie chart where students' respondents chose one description that best match with their adaptability. Finally, a correlation test was performed to reveal the adaptation and activity of students statistically.

RESULT

According to the blind survey that collect data from 100 high school students in Bangkok, Thailand, students are allowed to answer the survey about their activities during quarantine and the result are as shown in figure 1. As shown in the pie chart, 41% of students choose "doing their own hobbies and chill", and also, another 41% choose "start their own learning but mostly chill". However, only 18% of students choose to focus on learning or reading books. These show that the minority of high school students in Bangkok prefer to focus on learning during quarantine.
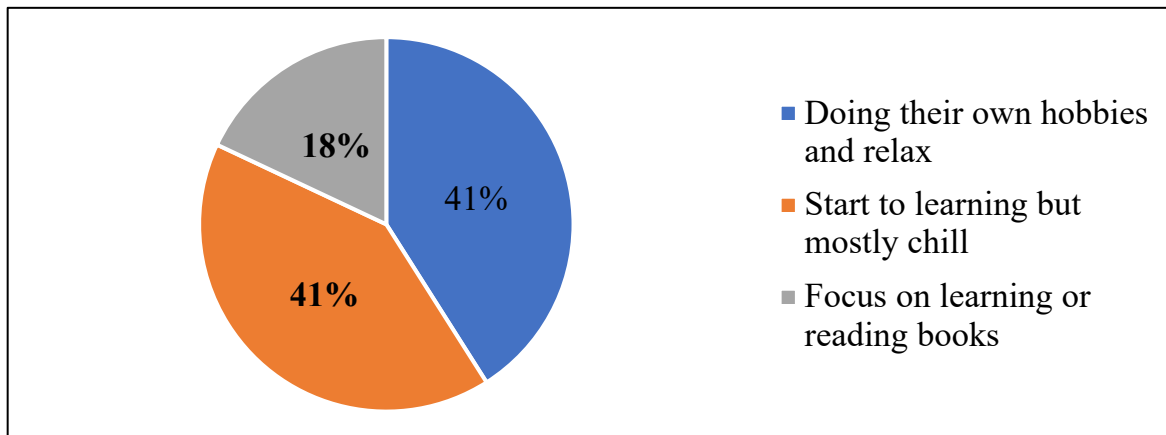

Figure 1: Activity of 100 high school students in Bangkok during Quarantine

In addition, the survey also includes how long did they take to adapt themselves towards preparing for university requirements.in the figure 2. As the result show, student respondents tended to take short time to adapt to the COVID-19 outbreak, whereas few of them take long time to adapt. surprisingly, 51% take a while to adapt, and 30% take only just a minute to adapt. However, for about 17% take long time to adapt and only 2% take very long time to adapt.
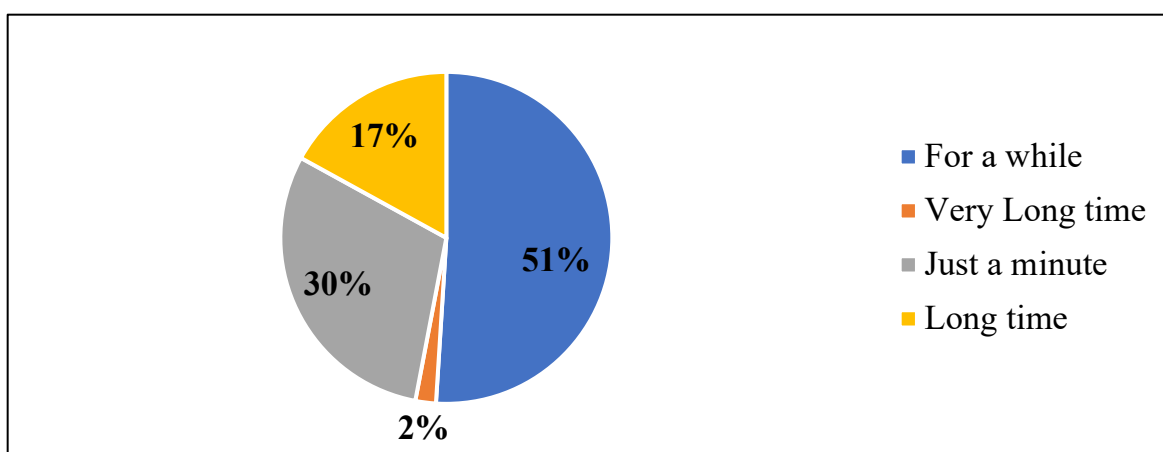
Figure 2: Time that takes high school students in Bangkok adapt to the Quarantine

Based on a correlational table, the emphasis rests on the relationship between activity during quarantine and time to adapt of high school students of Bangkok. The rationale behind this is that high school students in Bangkok are believed to take short time for adapting to the quarantine as they nearly to get into the university. In addition, the time in the table 1 is abridged to two statements that are in the "Long Period" that include those that take ages and long time and "Short Period" that refer to students that chose in just a minute and for a while to adapt. As the result show, 41 students that doing their own hobbies and relax take short period for 75.61% and long period for 24.39%, and also 90.24% for taking short period and 9.76% for long period of 41 students that start their own learning but mostly relax. Moreover, the remaining 18 students that focus on online learning or read books took a short period to adapt for 72.22% and 27.78% for a short period. The analysis shows that there was a wide range of students that take long time and short time to adapt in each category of activity. Additionally, this also indicates that quarantine did not affect high school students in Bangkok long term, but only for short term. This mean are highly adaptable as they are able to quickly get back to get preparing for university requirements the COVID-19 pandemic.

Time to adapt \ Activity during lockdown	Doing their own hobbies and relax (41 students)	Start their own learning but mostly relax (41 students)	Focus on online learning or read books (18 students)
Long Period	24.39%	9.76%	27.78%
Short Period	75.61%	90.24%	72.22%

Table 1: A correlation test between time of adaptation and three activities during quarantine

DISCUSSION

This research aimed at the high school students in Bangkok which related to the adaptability of students during the quarantine session. According to the survey, the survey consists of 2 sections which are 1st section: During COVID-19 outbreak, what have you been doing? and

2nd section: How long did it take to adapt/adjust? The results from the survey of 100 high school students in Bangkok are supported by the expected hypothesis. The findings of the results in the first section which illustrated the majority of the high schools' students prefer doing their hobbies and chilling, and they start their own learning but mostly chill. On the other task, the majority of the high school students take for a short period to adapt to this COVID-19 quarantine. These results reflected that high school students in Bangkok have the ability to adjust quickly, but most are still chilling with the admission test.

The results obtained from this research are quite close to the results that we have considered. The finding from this survey considered that high school students should give some free time to preparing for the exam in the future and use this quarantine session to be the advantage for themselves. First of all, we prefer that the percentage of these three choices would be slightly different. On the other hand, the gap between the options of mostly chill and seriously on preparing for academics is very wide (41% - doing their hobbies and chilling, and they start their own learning, but mostly chill / only 18% - seriously study online and read books). The gap from these results illustrated that there are many factors that cause high school students to be "chill" in exam preparation. For instance, the time period is an important factor affecting the gap that occurred. This was because the time gap between the date of the preparation and examination are quite wide, so this is the reason why students are so chilled and was not able to motivate themselves towards preparing for university since they will be distracted by games and entertainments.

However, this research has a potential limitation. Firstly, we used the result from randomly high school students, whereas not specific the school. This limitation affected our result which in the way of creating the narrow result, and also the results are not diverse enough. Secondly, the area such as family or school which they came from and lifestyle of the students are also other limiting factors. These 2 factors affected our data because if they live in the same area or the same lifestyle, it can be reflected that they should have a similar answer in their mindset. These factors above illustrated why the percentage of the high school students who responded is very close, and the option indicates their site which definitely came from the same place. Additionally, we cannot even know that these students are being truthful with our survey.

This research paper and the survey of the adaptability of Bangkok high school students during the COVID-19 Outbreaking has some leaks to improve. The recommendations are included in this survey should add 1 more question which is "What grade are you?" because it is comfortable

to compare the results from the students in the same grade and also know the difference of the data from the other grades as well. Furthermore, this survey should spread more to the groups of students who come from a different area. If this survey can spread in the variety of student groups, it will improve the survey result to have more accurate in range of the percentage. Eventually, they should motivate themselves by managing their schedules, which specific on when is the suitable to rest or review for the admission test.

CONCLUSION

According to the students who took the survey, the first question shows there are two major types of students who spend they are all of their time relaxing and doing their hobbies, and the student who spend a little bit of their time studying and prepared themselves for the university admission which is coming soon. Only a few students spend most of their time learning. Moreover, another question indicates the time taken by the student to adapt to the new situation. The result indicates that more than half of the students took a while to adapt themselves. Followed by the student to took a minute, a long time, and a very long time to adapt which is conform to the first question since the student spend most their time relaxing. Thereby, it is normal for them to took a short amount of time to adapt.

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DIGITAL DIVIDE AND THE GAMIFICATION OF TRANSPORT SERVICES

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Abstract:
Technology was never ideologically biased, but more of an instrument in the hands of people who follow an ideology. Thus, in the capitalist redistributive system, technology implementation is very likely to create social and economic inequality. The concept that describes this situation is the digital divide, which was first introduced to analyse the gaps created by the spread of internet. In this paper, I will mainly focus on the potential digital divide created by the gamification of transport services. Gamification entails the use of gaming elements in non-gaming related contexts, and it started to be implemented for applications or devices used in the transport sector, as well. Thus, the research question will be: "Could the process of gamification create more digital divide?". I will try to answer this question by describing the features of gamification in any mobility-related contexts and by identifying what groups of people are motivated to use gamified apps or devices and which ones are at the risk of being marginalised.

Key words: Gamification, transport, digital divide, inequality, technology.

RIGHT TO A SALARY ACCORDING TO THE MACEDONIAN LEGISLATION AND DISTRIBUTION OF SALARIES IN THE MACEDONIAN SOCIETY

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Abstract

Today, more than 7.6 billion people are living in the world, out of which according to the International Labor Organization 5.7 billion are work – age population, and about 3.3 billion are employed. The most common reason why an employee engages in an organized work process with an employer is the salary and other incomes he receives for exchanging his labor.

Given the importance of the wage in the employment relation, this paper analyzes the normative framework that regulates this issue in Macedonian labor law. Thereby, in this paper are analyzed the payment systems of the workers, including the minimally guaranteed wage and through a comparative analysis of the salary determination rules in the public and private sector, the paper shows the non-existence of a uniformed salary determination system in the Macedonian society. By the help of the quantitative method and data analysis on the percentage of workers belonging to different income categories, this paper shows the lack of balance between wage distribution and the required income imposed by the living standard as well as the need for establishing better criteria for its determination.

Keywords: right to a salary, Macedonian salary system, wage distribution, minimum wage

Introduction

The employment itself is a social-legal relationship arising in connection with labor, which expresses the rights and obligations of the entities on which it is based, and on the other hand it expresses their entrepreneurial dimension. The most common reason why an employee engages in an organized work process with an employer is the salary and income they receive as an exchange for their labor. Earnings i.e. salary is a right that arises from the employment relationship and is a compensation for the labor invested by the employee.

The right to salary or the right to adequate earnings and the principle of reward are constitutionally regulated categories in the Republic of Macedonia. This paper, by analysing the legal regulation regarding the right to salary in both the public and private sector, aims to show the regulation of salary in both sectors and to point out the existence or non-existence of a uniformed process of determining salaries in Macedonian legislation.

Whether the salary determination has a special way of regulating, how much it differs from one sector to another and how the employer needs to approach in determining the salary in order to extract the full potential from its employees, is subject to more thorough elaboration in the paper. Namely, the paper presents a brief overview of the mechanism through which the minimum salary and its importance are determined. At the same time, this research shows the salary distribution in the Macedonian society through qualitative analyzes, in order to see how much and how the labor is being paid in Macedonia.

1. Right to salary

If we set off from the notion of employment and its determination, it is necessary to emphasize that its existence is determined by the presence of several important elements, including the payment expressed through the paying the employee in exchange for their labor. It is important to mention that the salary and income the employee receives for the exchange of their labor are the most common reasons why the employee gets involved in the organized process of work with the employer.

The employee is entitled to salary for the work performed, which is part of the compensation the employer provides for the employee in proportion to the labor invested in the workplace. The salary is calculated and paid for the time spent, i.e. the days at work in proportion to the work performed.

In addition to the obligation to pay for work, the Macedonian Labor Relations Law, regulates the type, time, place and method of payment. What is specific about the Macedonian legislation is that until 2009, salary contracts were based on the concept of net-salaries, not gross salaries. Namely, as one of the basic obligations, something that the law stipulates, is the fact that the employer has to provide adequate payment for the work performance of the employee[1]. On the other hand, in case of breaching the constitutionally guaranteed right of the employee, the Law prescribes misdemeanor provisions for the employer in case of non-payment of salary and salary contributions.

The employee's earnings as a result of their work are determined by law, collective agreement and employment contract. Pursuant to the provision regulating the content of the employment contract, the determination of the basic salary, i.e. the provision for establishing the

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[1] Article 41 Labor Relations Law

amount of the basic salary is a mandatory element of the employment contract. It is expressed in monetary amount, which shall belong to the employee for their work performance, pursuant to the law, collective agreement and employment contract[2]. This is in line with the provision of the law which stipulates that the salary shall always be in monetary form[3]. The legal determination of the salary payment method as imperative implies a prohibition on payment to the employee in any other way (for example in kind), which means that it must always be expressed in money. Such a ban is also prescribed in the Law on Payment of Salaries[4], according to which it is prohibited to pay salaries from the daily turnover, as well as in vouchers or in kind.

As a legally established right of the employee and as an obligation of the employer, in order to exercise it or any other employment rights, the law prescribes judicial protection. Earnings as a right, due to their nature and significance for the employee, are guaranteed with minimum amount payment in such a way that during the payment, the employer must obey the lowest amount established with the collective agreement, pursuant to the law, which directly obliges the employer[5], and is guaranteed in case of insolvency of the employer.

2. Mechanisms for determining salary within the Macedonian legislation

Salaries in the public sector vary depending on the sector, and there is a difference in the regulation in the private sector, usually depending on the way the entities are organized, so that they can be subject to the regulation of collective agreement, individual acts adopted by the management or are subject to individual agreement when concluding employment contracts.

Hence, given the obligation of the employer to obey the lowest salary amount, it can be generalized that the salary system in the Republic of Macedonia consists of three separate segments which include: general salary regulation (most often expressed in the private sector), special salary regulation (where the subject of regulation is, for example, salaries for civil/administrative servants as part of the public sector) and minimum salary regulation - a system of minimum guaranteed salary.

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[2] Article 28, Paragraph 1, Item 9, Ibid
[3] Article 105, Paragraph 2, Ibid
[4] Article 8 of the Law on Payment of Salaries
[5] Article 105 paragraph 2, Labour Relations Law

2.1 General salary regulation

The general salary regulation mostly applies to employees in the private sector, but also to a significant proportion of the ones in the public sector, most often to those employees who do not have the status of administrative or civil servants. This regulation or segment is based on the general regulations on labour relations, and above all on the Labour Relations Law as well as on free negotiation of salaries.

2.1.1 Salary structure pursuant to the general salary regulation and its establishment

According to the Labour Relations Law, each employee is entitled to a salary, which is composed of:

• Basic salary,

• Portion of pay based on work performance and

• Allowances[6]

In addition to the provisions of the Law, the general framework for determining the salary in the private sector is regulated by the General Collective Agreement for the Private Sector in the field of economy (GCAPS) as well as through the provisions of collective agreements at branch level. The GCAPS contains a whole chapter dedicated to remuneration and allowances, in which the component parts of the salary are individually regulated, as well as provisions for part of performance success, salary allowances and expenses related to work.

According to the law, the basic salary is determined by taking the job requirements for which the employee has concluded the employment contract into account, the employee's work performance is determined by taking the domestic attitude into account, as well as the quality and scope of work, whereas the allowances shall be disbursed for special working conditions, which arise from the working hours schedule, in particular for shift work, split shift work, night work, standby or on-call work, in accordance with the law - overtime work, work on a day of weekly rest, work at public holidays, as laid down by the law, and allowance for years of service.[7]

Pursuant to the GCAPS: "The basic salary is determined based on the requirements of the workplace (educational background, skills, complexity and level of responsibility of the

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[6] Article 05, paragraph 2, Ibid
[7] Article 106, Ibid.

workplace), and it is determined by multiplying the calculation value per unit-coefficient with the coefficient of the complexity level of the workplace where the employee is working according to the Employment Agreement.

The basic salary cannot be lower than the minimum wage determined by law[8]. The calculation value per unit-coefficient for the lowest group of complexity is determined by a collective agreement at branch level, department level or at the level of the employer, and when determining it, it starts from: the cost of living; economic opportunities; the general level of activity salaries; the level of productivity, economy and profitability; social benefits and other economic and social factors. It is planned to harmonize itself with the cumulative movement of the living costs compared to December of the previous year, according to data from the State Statistical Office, valid at the beginning of the period.[9]

Work performance as another component of an employee's salary is determined by taking pre-defined criteria into account and those criteria should be known to the employee before starting work.

Through an internal act, the employer may regulate the manner of calculation and payment of the part of the salary for work performance as an incentivised part of the salary. This right of the employer is allowed only if that internal act regulates the already determined right, i.e. specifies the criteria and conditions for payment of the salary part for work performance. The above is given in accordance with the provisions of the Labour Relations Law[10], according to which the employment contract, i.e. the collective agreement cannot determine smaller rights than the rights established by law, and if they contain such provisions, they shall be considered null and void and appropriate provisions of the law shall be applied. Therefore, the payment of the incentive can be determined conditionally depending on, for example, the financial status and the achieved financial results of the employer, the quality and volume of the work performed by the employee and so on.

The allowances as a third component of the salary, which according to the law are planned to be paid for special working conditions, usually are meant for conditions more difficult than the normal ones for a certain workplace.

2.1.2 Method of payment

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[8] Article 16 from the General Collective Agreement for the private Sector in the field of Economy.
[9] Article17, Ibid.
[10] Article 12 paragraph 2 from the Labour Relations Law

In order to strengthen the legal security of the employee, but also to prevent arbitrary actions of the employer, the Labour Relations Law regulates the payment of salary and provides an obligation for the employer to notify workers in advance and in writing about the day of payment and any changes on the day of payment. Thus, the salary is paid for periods that must not be longer than one month, and is paid no later than 15 days after the expiration of the payment period. In case the salary is not paid on the day on which it is to be paid due to holiday or non-working day, it shall be paid the next first work day at the latest.[11]

Additionally, as of January 31 of the new calendar year, each payment of the salary should be accompanied by a written calculation of the salary, salary contributions and salary allowances for the payment period, i.e. for the year that had passed of which also, the calculation and payment of taxes and contributions can be seen.

The right to work and salary derive from the right to salary allowances and the right to reimbursement of labour costs.

2.2 Special salary regulation

Given that due to the specific circumstances of the jobs and way of performing the work tasks, public sector employees differ from the general regime of employees, through special laws, the right to salary for these employees is regulated particularly. Their salaries are determined by the state and local authorities, in a different way from the ones whose salary is determined by the general regulations. The Law on Payment of Salaries in the Republic of Macedonia provides the general framework for salary payment in the public sector in the country. If we take into account that the public sector is consisted of employees who belong to different groups (administrative, state, judicial, public prosecutors and so on), their rights and responsibilities arising from the employment, are regulated by special laws and Collective agreements, depending on the sector they belong to, so we can conclude that there is no uniform regulation in context of their salaries.

For a certain part of the public sector employees, for whom there is no special regulation of salaries by any law or collective agreement, the general regime for salary regulation is applied, having in mind the provision of the Law on Public Employees which is *lex generalis* regarding the validity of regulations for these employees.

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[11] Article 109, Ibid.

2.2.1 Payment of administrative officials and salary structure of the administrative official

The administrative servants are part of the public sector and are entitled to salary and salary allowances under conditions and criteria determined by the Law on Administrative Servants unless otherwise provided by a special law and a collective agreement[12].

Similarly, as it is determined by the general payment regime, the salaries of administrative servants, according to the Law, are calculated in gross amount and, are paid in net monetary amount once a month during the current month for the one that had passed.

However, unlike the Labour Relations Law, the Law on Administrative Officials does not prescribe mandatory submission of salary records, salary supplements, salary allowances and paid salary contributions and personal income tax, conducted by the institution as an employer, to be delivered at each payment of salary, but the institution is obliged to issue the administrative servant a confirmation that they have been paid once a year no later than February 1 of the current year, in regards to the previous year. Given that they are a specific category of employees, as part of the public sector, their right to a salary is part of the special regulation of salaries, so the structure of the administrative servant's salaries is shown below.

The salary of the administrative servant is composed of two basic components that contain three components each, on which the method of calculating the salary depends. Namely, the salary of the administrative servant is divided into a basic and exceptional component.

- The basic component consists of three parts:
  - part of the salary for the degree of education, which means a legal minimum for the appropriate level of the job[13]
  - part of the salary for the level - refers to the level at which the administrative official is deployed and is calculated similarly as the part for the degree of education[14],
  - part of the salary for the length of service - assessed in the amount of 0.5% of the parts of the salary for the degree of education and level, for each completed year of work experience, and up to 20%[15].

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[12] Article 85 from the Law on Administrative officials.
[13] Ibid, Article 87 paragraph 2
[14] Ibid, Article 87 paragraph 3
[15] Ibid, Article 87 Paragraph 4

- The exceptional component of the salary is paid only if the official works under pre-established conditions. This component consists of three groups of allowances, which are not mutually exclusive but should be provided in the jobs systematization act in the institutions. The exceptional component consists of non-obligatory allowances, as follows:
  - salary supplement for special working conditions, which is paid if the employee is exposed to high risk for their life and health or works in the office of an elected official.[16]
  - salary supplement for adjustment to the labour market, which is paid upon the request of the employer and is approved by the Government of the Republic[17] and/or
  - salary supplement for night work, shift work and overtime work[18].

Salaries in the administration are calculated according to the methodology of points. The parts of the salary for the degree of education as well as for the level of work, are affected by the value of the point, which can be said to be the equivalent of the calculation value of the unit-coefficient, which in this case is determined annually by the Government of the Republic, upon the proposal of the Minister of Finance, i.e. by a decision of the municipal council, upon the proposal of the Mayor.

Regarding 2020, the value of the point according to the Decision of the Government of RNM[19] is 81.6 MKD denars. Hence, the salary of an administrative official is calculated by the sum of the points according to the level of the job and the appropriate education, multiplied by the value of the point for the respective year, including the appropriate percentage for work experience.

2.3 Minimum guaranteed salary system

The minimum wage represents the lowest monthly amount of basic salary that the employer is required to pay to a full-time employee. This amount may not be reduced by collective or employment contract by the Labour Relations Law which stipulates that the employee's salary for full-time work may not be lower than the minimum wage set by the law and collective agreement.

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[16] Ibid, Article 90
[17] Ibid, Article 91
[18] Ibid, Article 92
[19] Decision on determining the point value for calculating the salaries of civil servants for 2020.

The system of a guaranteed minimum wage should provide the worker with adequate social and material security, in accordance with their labour, but should also be the least funds to meet basic needs in compliance with the standard of living in the country. As a social category and tool that helps alleviate poverty, the minimum wage is primarily intended to protect workers from excessively low wages and to provide them with a decent income, with its amount mandatory for all employers regardless of whether the employer is from the public or private sector.

The minimum wage was first envisaged as a right in 2012, through the adoption of the Law on Minimum Wage, which entered into force on February 1, 2012.

The minimum wage in 2012 was set at 39.6 % of the average gross salary in Macedonia. A significant amendment to this Law is the one made in September 2017, where the amount of the minimum wage was set at 17,130 MKD gross-amount or 12,000 MKD net amount, and the importance was extended to all sectors. Unlike the initial forecast of the minimum wage as 39.6 % of the average gross salary, this amount represents 52.3 % of the average salary in 2017. The amendments from November 2019 to the Law on Minimum Wage[20] stipulate that the amount of the minimum wage is 14,500 MKD net-value starting with the payment of the salary for December 2019, including the payment of the salary for March 2020.

4. Distribution of salaries in the Macedonian society

In order to realize the real situation in the country regarding workers' wages for their labour, it is necessary to analyze data from which it is possible to determine how many workers and in what amount they are paid. Namely, Table 1, given below, establishes that in Macedonia, the least represented are employees with income up to 8,000 MKD, and this percentage starting from 2017 is reduced to 0%, which speaks positively of improving the solvency of this category of persons. On the other hand, the percentage of employees who have income over 35,000 MKD is significantly lower, which in none of these three analyzed years exceeds the threshold of 10%.

Table 1: Percentage of employees by net income

YEAR:	2016	2017	2018
Number of employees to whom the analysis refers	477.810	494.918	485.188

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[20] Article 6 from the Law on Amendments on the Law on Minimum Wage in RNM ("Official Gazette of RNM" no. 239 from 19.1.2019)

MKD income:	%		
UP to 8000 denars / 130 euros	0,3	0	0
80001-12000	22,9	9,6	2,4
12001-14000	11,5	17,7	27,7
14001-16000	9,8	10,1	11,1
16001-20000	14,7	16,4	16,5
20001-22000	7,4	8	7
22001-24000	7,2	8,1	6,5
24001-26000 den./ 390 – 420 e	6,2	7	6,6
26001-30000	6,7	8,3	7,3
30001-35000	4,6	5,7	5,1
35001-40000	2,8	2,8	3
40001-50000	2,8	3,1	3,1
from 50001 den. and above (814 euros and above)	3	3,5	3,7

Source: State Statistics Office [21]

In order to determine how many employees have income which meets the requirements of the standard of living in the country, it is necessary to compare it with the value of the consumer basket in the respective year. Having in mind that the State Statistical Office has not conducted research and analysis of the living standards recently through determining the amount of consumer basket, data from the Analysis of the Federation of Trade Unions of Macedonia (FOTUOM) has been taken as relevant, which is published on a monthly basis[22] in the form of reports for the value of minimum union basket.

Pursuant to the reports for 2018, the average value of a consumer basket for a family of four is 32,514 MKD. Therefore, if we take the data on the income of the employees shown in Table 1 into account, we can establish that the required amount for the consumer basket alone cannot be afforded by over 85% of the employed people.

On the other hand, if we compare the amount of the average monthly salary per year for 2018 shown in Table 2 to the data on the consumer basket value for the same year, we can see that

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[21]http://makstat.stat.gov.mk/PXWeb/pxweb/mk/MakStat/MakStat__PazarNaTrud__Plati__VraboteniNeto/331_Paz Trud_Mk_vraboteniG11a_mk.px/table/tableViewLayout2/?rxid=46ee0f64-2992-4b45-a2d9-cb4e5f7ec5ef (accessed on 01.06.2020).

[22] Reports available at: http://www.ssm.org.mk/mk/ekonomija/sindikalna-minimalna-koshnica

the employee with an average salary in 2018 has a lower income for 25% of what it would take to reach the minimum consumer basket level.

Table 2: Level of average annual income

Year ➡	2018	2019
average monthly salary per year	24276 MKD **395 euros**	25067 **MKD** **408 euros**
minimum wage	12165 **MKD** **198 euros**	12507 **MKD** **203 euros**
Minimum consumer basket (according to the Federation of Trade Unions of Macedonia)	32514 MKD **529 euros**	32792 MKD **533 euros**

Author's figure pursuant to the data from the State Statistical Office and the Law on Minimum Wage [23]

Having in mind that the situation is not different in 2019, and considering that according to the data from the FTOUOM, the value of the consumer basket for 2019 is 32,792 MKD on average, we can conclude that if there are two employees in a family of four, and their income is minimal; in such a case they cannot meet the basic necessities of life. The families where there are two employees, one of whom has an average and the other a minimum wage, would be in a similar situation, Hence, it can be established that in any scenario where the income of a family of four comes down to the income of two under the average salary, it would significantly complicate their standard of living and material existence.

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[23]http://makstat.stat.gov.mk/PXWeb/pxweb/mk/MakStat/MakStat__PazarNaTrud__Plati__MesecnaBrutoNeto/175_PazTrud_Mk_neto_ml.px/table/tableViewLayout1/?rxid=46ee0f64-2992-4b45-a2d9-cb4e5f7ec5ef(accessed on 02.06.2020) and the Law on Minimum Wage in Republic of Macedonia

On the other hand, it is evident from Figure 1 that the proportion of employees whose income is below the average salary is large. What can be noticed is that the percentage of employees whose income is minimal is not significant and in the last analyzed year (2018) it is the lowest. The percentage of employees with income over 40,001 MKD has a slight trend of increase, but in contrast to that, employees with income between the average salary and 40,000 MKD has decreased.
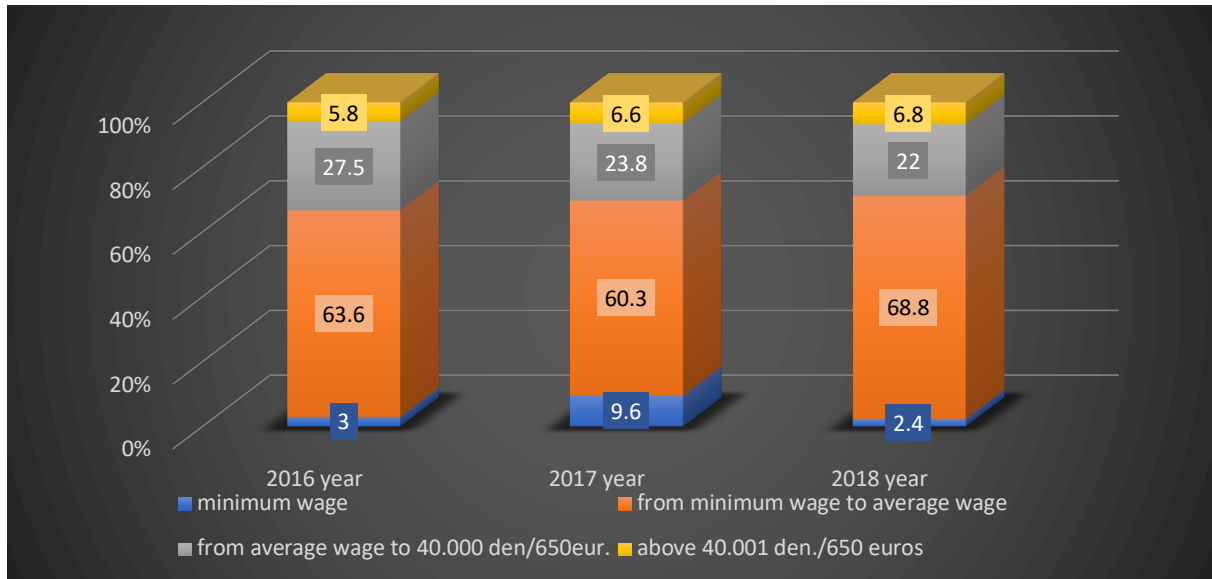

Figure 1: Salary distribution by years

From the analyses shown above, it can be established that in the Republic of Macedonia the distribution of salaries is not balanced with the needs imposed by the standard of living, and most of the workers receive salaries below the average wage. Given that this trend is noticeable in each of the three analyzed years, the question arises as to the correctness of the parameters set for calculating the average salary on the one hand and the fact that when determining the salary in our country, although it should, the costs of living are not taken into account, as being one of the factors impacting the salary level determination and the factors that determine the standard of living.

Conclusion

Based on the above-mentioned, it can be concluded that salaries should be a means by which the employer will use the full potential of the workers, in a way that will motivate the employees in the organization to achieve the planned results according to their work process.

Given the different legal grounds for determining salaries, depending on the sector the employee is employed in, it is clear that there is no uniformed process of determining salaries and there is a generalization of the three segments of regulating the right to a salary and how to determine it: general and special regulation and a segment of the minimum guaranteed salary. Therefore, it is necessary to amend the legislation as soon as possible to establish a single way of determining the right to a salary.

To avoid unwanted financial implications for the employer in terms of unpredictable costs that the employer has not planned in advance, each employer should have advance payment scales established and a structure to provide a stimulating salary part for each job, leaving as little space as possible for negotiating the payment of workers. In such a way, in addition to the stability of the employer, predictability, and material security for each employee and a person who intends to establish an employment relationship shall be enabled.

The imbalance of salaries and the necessary income imposed by the standard of living, shown by the analysis made in this paper, indicate that in Macedonia, the cost of living is not taken into account, as being one of the factors impacting the determination of salary and determining living standards and hence the need for an effective salary increase to enable a dignified life for the citizens in the country is quite obvious. The large percentage of workers, who receive below-average wages, indicates the need for correction in setting parameters for calculating the average wage.

Finally, there is a need to invest in human capital and provide a better business climate that will allow real wage growth that will really follow the growth of the living standard.

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LEARNING THROUGH DISCOVERY IS LIKE A WAY TO DEVELOP THINKING AND IMAGINATION

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Abstract

From the 1960s onwards, educational concepts were aimed at developing students' thinking. At the turn of the 21st century, creativity emerged as an important creative problem. In the concept of education in this context. A new stage - the stage of imagination - has emerged. As a result, in the content of modern lessons, along with cognitive processes and creative processes have emerged, the problem of talented children also has become urgent.

Thinking, which is characterized as a cognitive process in classical psychology, is also valued as a creative process in modern psychology. The creative possibilities of thinking are realized in connection with the imagination. In this context, in order to develop students' creative qualities in modern times, the school must develop their thinking and imagination in interaction. The methodology of learning through discovery has ample opportunities in this direction.

The theory of learning through discovery is studied against the background of the psycho-didactic possibilities of thinking. However, the imagination itself has profound psychopedagogical effects. In order to develop creative qualities in students, a modern school must discover and take advantage of these effects.

Keywords: thinking, imagination, creative process, cognitive process, learning through discovery.

NEGATIVE TENDENCIES IN THE SOCIALIZATION OF ADOLESCENTS AS A RESULT OF DEMOGRAPHIC PROCESSES

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Abstract
Recently, the term "antisocial people" are used frequently. The psychological nature of this concept is explained as example of people who have been exposed behavioral disorders. It is considered that, antisocial behaviored people are children, adolescents,youngers who are called "difficult children", "street children", "lawbreakers", "hooligans", "criminals".

People are not born with a mentally disabilities, they socialize in the environment in which they live. Depending on the features of this environment, negative tendencies may arise in their socialization. Adolescence is considered to be the most critical period in socialization.

In society, humen relationships are based on social norms. People learn these norms and expect them in the process of socialization. When the conditions of human social development are normal, the process of socialization takes place dynamically.
The family plays an important role in the socialization of adolescents. However, in the family, demographic processes (divorce, death, remarriage, migration, unemployment) can often be a factor in changing the social development of the family. As a result of these processes, adolescents emotional tension and stress increase. It leads to family tragedies: family relationships become tense, family conflicts increase, physical and emotional violence increases and etc. Adolescents are more prone to antisocial behavior when this process continues for a long time. They first fall behind in training, then drop out of school, spend most of the day with friends, engage in antisocial behavior, and gradually antisocial behavior becomes characteristic of their activities.

Keywords: socialization, antisocial behavior, demographic factors, negative tendencies in socialization.

EDUCATION AND POLITICS: SOME FEATURES OF EDUCATION THAT MAKE IT POLITICAL

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Abstract

Education and politics are connected in many forms. Relations of power and authority characterize both education and politics. Education is among the factors that influences politics. Components of education like the education policy, curricula, aims and the school content have political implications. Policy makers have direct influence on the educational aims. They establish values to be achieved and norms to be followed, leaving no space for teachers or parents to question them. On the other hand, different political theories point to the reality that education is used for political gains. It resembles a perfect symbiosis with mutual gains but where politics dominates education and extracts the best parts from it. Politics uses education to sustain the respective political system. This paper intends to find possible elements in education which are political and not neutral. For this reason, some components of education will be assessed together with their relation to politics.

Key Words: Education, Politics, Political system, Policy

Introduction

There are many factors that influence the way individuals conceptualize politics. Education is one of them, next to the family and the media (Print 2007). The school can serve to transmit not solely knowledge, but can influence the attainment of skills and values. The relation among education and politics is reflected in many forms. Institutions representing the government demonstrate their connection to institutions of education in ideas and applied practices. The Ministries of Education have a direct influence over school, particularly state schools. The influence of ideas is mirrored in aims and objectives presented in education policies. The content of the curricula can be mentioned too. Other practices like discussion, group projects, assessment methods and the school environment in general demonstrate the states' influence over education.

The Concept of Education and Politics

Education and politics are both complex concepts. They may refer to concepts or practices. Politics may cover both institutions or processes. It refers to certain structures of the state which

are different from the social, financial or religious ones (Sartori 1973). It also includes processes or procedures that involve the local and nation-wide government (Eagleton and Bergonzi 1966).

Education has been used by different societies to socialize its members, to transmit knowledge and to maintain a certain social structure, thus becoming an agent of the society. According to the dictionary, it is "*a process of teaching, training and learning, especially in schools, colleges or universities, to improve knowledge and develop skills*" (Oxford Learners Dictionary 2020). Furthermore, it is understood as an area of study, an organization related to training and teaching.

More than to what it means, education refers to how and where it is used (J. D. Marshall 2006). It is the practice and rehearsal of information for the benefit of the community and the individual (Freeman, Kimbrough and Zolili 1968). It is considered "a deliberate effort to insure the acquisition of certain preferred cultural elements by youth" (Brickman 1963, 213). It is connected to the cultural and social characteristics of the community. It is "a composite of fairly consistent values" (Brickman 1963, 214).

In some cases, education is understood simply as a process of reform and state of achievement which comprises the moral aspect (Peters 1967). People are reformed by books, experience and the environment. The educated person must have attained information, adopted principles and built his own perspective in terms of achievements. The content and the procedures in education should be worthy and morally acceptable. Education is a method which enables the collection of information, knowledge, values and it is a reality strongly related to experience (Dewey 1938). But, no matter what the significance of education is, new adjustments are needed because human experience is in a continuous change (Downing 1944). Therefore, education is in a process of unceasing adaptations aiming to prepare the new generation for emerging needs.

Formal education refers to "the deliberate education of the young" (Dewey 1916, 10) and it transmits experience and resources. Sometimes, education and schooling are used interchangeably. This happens because schooling is easily understood, due to the reflection of certain doctrines in schools. Even though, education as a concept contains more complexity in it.

Generally, schools can be public or private. The government has direct control over public schools whereas NGO-s such as business or else manage private schools. Private schools have much more flexibility and autonomy in the application of the curricula. Quite the reverse happens with public schools which are more under the control of the state authority.

Philosophers on the role of education

To many philosophers and political scientist, the relation among education and politics has been seen as obvious. In Plato`s philosophy, education should serve to make children understand that their good needs to be harmonized with the society`s good. Plato's drastic understanding of education is that education should be given by the state and children have to be separated by their parents (Sanni and Momoh 2019). The educational authority has to be in the hands of the state and students should not be influenced by their parents. In the cases of authoritarian states, imposition and indoctrination may serve to impose ideas.

Rousseau, who worked on the philosophy of education, considered education to be strongly linked to politics (Riley and Welchman 2003). Education should be given by both the parents and the educator. In his famous book, *Emille/ Concerning Education,* Rousseau maintains that children should be educated so that later they become men to the society and citizens to the state (Rousseau 1889). Emille who is considered the best educated man needs the guidance of an educator or *great legislator*. So, education should prepare the individual to accept the *general will* of the society and to prepare him to serve the state. His focus is on *transformative* education considering that education will transform egoistic citizens into those loving the "general will". Additionally, education will aim the preservation of freedom. Rousseau maintains that "*freedom*, and not authority*,* is the greatest good" (Rousseau 1889, 44). Dewey considers education as the main problem of philosophy. He showed efforts in standardizing education and curricula. Dewey had a *constructivist theory* as for him the personality of the individual is influenced by socially-constructed practices such as cultural and social ones (Riley and Welchman 2003, 105).

To Kant, the art of government and the one of education are considered to be the most difficult ones (Churton 1900). Education for him should be grounded on discipline, aim culture, prudence and moral training. "Man can only become man by education" (Churton 1900, 6). Education improves his nature. When discussing education, Kant aims the education of both the ruler and the citizens. The citizens should be educated not only for their intellect, but also for the good. On the other hand, the *ruler* has to be educated in a way so that he does not let people suffer. Proper education of a ruler means discipline, lack of freedom when they are young; it should have universal target and be based on multicultural grounds. Their education should be of a high level; otherwise the state will not progress. If the ruler is not educated, he will look on citizens as

members of an animal kingdom. Education not only should discipline the intellect, but also aim universal *good*. More specifically, he claims:

"*If he considers the subject of training the intellect at all, it is merely in order that his people may be of more use to him in working out his own ends. It is, of course, necessary for private individuals to keep this natural end in view, but they must also bear in mind more particularly the development of mankind, and see to it that men become not only clever, but good…*" (Churton 1900, 18).

Hegel considers education as "the art of making men ethical" (Hegel 1896, 158). For him, being ethical means being moral, intellectual, a good citizen and having liberty. Education serves to change man`s nature from an instictive one into an intellectual nature. In this way, education presents a transformation into spiritual habit which is related to the liberation and freedom of the family, state and the ideal world (Munzel 2003). Liberation is seen as the final purpose of education. Liberation has to do with being able to struggle against desire and caprice. The individual can become subject to rights when he becomes a good citizen. So, the individual can talk, request rights when he also has fulfilled his duties as a citizen. So to him the best education is the one given to a child who becomes a good citizen. Child`s education should instill ethical and moral principles. However, Hegel warns that skills and education can be used as instruments to a despotic tyranny. Finally, political virtue is related to thought because it is seen as "the absolute end in terms of *thought*" (Hegel 1896, 229). His views on the education of women were controversial because the education of women can not be the same as that of men. He asserts that the education of women is based more on *ideas* than on *knowledge*. As a result, the state is in danger when incontrol of a women.

Mill, defended compulsory education enforced by law, thus limiting the educational influence of parents (West 1965). However, he also warns that state education can generate a citizenry which satisfies the state. Mill states that:

"*A general State education is a mere contrivance for molding people to be exactly like one another: and as the mould in which it casts them is that which pleases the predominant power in the government, whether this be a monarch, a priesthood, an aristocracy, or the majority of the existing generation in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body.*" (Mill 1991, 119).

To Mill, state education is a machine, a device which produces the same type of individuals. It makes citizens lose their individuality by producing the same citizenry. This machinery (state education) tends to produce a similar type of people based on the instructions of the dominant power. This governing authority does not necessarily need to be a dictatorship. It may be royalty; it may be the gentry or it is simply the dominant majority. This majority can be the leading power in culture, in identity, in norms etc. The product of this device (state machinery) is a relation of subordination, of obedience and submission between the leading authorities towards the citizenry cultured through state education. Here the relation is that of the master towards his slaves. What Mill tries to warn is the threat of creating this indirect form of censuring one`s liberty through massive state education. Once the mind has been tamed by state education, the body naturally obeys to the rules and norms of this leading authority. To Mill, the state should provide education to its citizens, but also beware of its own authority. He is against the total control of the state over education. This control should exist only to maintain a certain standard.

Mill is for restricting the state`s interference into education as the individuals may be better than the state. If everything is controlled by the state, problems with freedom would arise. Individuals should be left to train and strengthen their judgment and political understanding. Hobbes refers to education as *discipline* which covers educational instruction and disciplines which prepare the citizens to be suitable for the society (Spieker 2011).

Some Links between Education and Politics

One cannot neglect the beneficial role and the advantageous aspects of education which are used to improve the society. Urbanization, education, income and democracy are interrelated with each other (Fukuyama 1992); education, industrialization and urbanization favor democracy (Lipset 1959); education brings resource, status, conformity and individualization (Antikainen 2001). It changes materially and symbolically the status of people. In education, there is investment in the human resources (Engel, 1984). Nowadays, The Council of the European Union has offered recommendations to use education and develop citizenship competences (The Council of the European Union 2018). The national identity of member countries is valued as enriching the European one.

Education has implications with pedagogy which is considered itself *"a moral and political practice"* (Giroux 2016, 357)*.* Education and politics are interrelated in various ways, but mainly they connect through the concepts of power, political good, and some aspects of education (Frazer 1999). Issues related to the power to educate are related to the ones on the power to rule or administrate. Emler and Frazer

conclude that the school`s governance and the way power is organized has political importance and implications (Emler and Frazer 1999). This has connections with who has this power and who should have it as well as what are the conditions for it. In both cases there exists a relation of subordination among parties. The citizens are subjected to the rule of law enforced by the state in the same way students are forced to obey the rules of the school or the classroom. The authority of the state is similar to the one of the principals, teachers in the eyes of citizens and students. This relation of power in education is observed in what is being taught to students in terms of versions of community, civic life, and representations of themselves, others and the surrounding environment.

Schools are the first and continuous contact that students have with an institution of the state. Two aspects: the express and the tacit dimension represent what can be political in education (Wray 1991). The content of the taught subjects is related to the express one and the process concerning the teaching of these courses has to do with the tacit one. The school as an institution is a representative of the government and it is politics that decides on the rightfulness of ideas. Ideas which are widely accepted by the political system are reinforced in schools as well. The school environment can be considered political because of the different representations of students with diverse background, interests and abilities. Practices like debates, discussions, group work and projects resemble a political environment. What is contradictory is the fact that in nowadays democracies, citizens are required to be active, while in traditional classrooms, students have to be obedient and passive.

Education is seen as a public good which needs to be provided by the government in case the society suffers from it. In this regard, education is a political good because the government decides on how to provide it and how it is to be consumed. Even private educational institutions cannot escape the influence of a certain political order as it concerns influence, power and authority.

Lastly, components of education like educators, the curriculum, policies or even institutions have implications with the government. Educators belong to a certain status group and have to apply the guidelines deriving from governmental institutions. They are paid by the state and this makes their position even more vulnerable to state impositions. The curriculum and policies are affected by political parties and educational institutions are controlled and regulated by the government as well.

On the other hand, from a political understanding, there are two styles of political thought which relate education with politics: the *constructive* and *reconstructive* one (Parry 1999). In constructive theories like conservatism, contemporary liberals, utilitarians and realist democrats, education aims to meet general national priorities and interests. Reconstructive ones use education to change priorities and produce a new form of citizens. Both theories regard the political system and education committed to achieve certain goals. Therefore, political systems are not neutral. Even liberalism makes use of education. For instance, education for citizenship (or political education) serves to form liberal democratic citizens who are needed to maintain democratic institutions in liberalism (Levinson 1999) and in this case, liberal education is mostly expressed in humanities (Pring 1999, 74).

Education Policy

One of the significant components of education is policymaking. In education, policymaking is one of the elements which "is political" (Bell and Stevenson 2006, 9). Policy makers decide what will be done with education. The management as well as the implementation of the education policies is done by the state (Heck 2004). Schools are vehicles where education policy is reflected. The content and curriculum, the manner in which activities like assessment or graduation are done are all a reflection of education policy (Reeves 2004).

The connection of the state to educational policies is mirrored in three issues: social conservation and accumulation of the capital; legitimization (or not) of information and the structure of education. The role of the state is social preservation and the accumulation of the capital. This way, the state tries to preserve certain conditions which would prevent an ideological, political or economic collapse. In this way, schools transmit cultural coherence to students who are the citizens of the future. Therefore, education unifies the society and the nation. The second refers to the role of the state in legitimizing and de-legitimizing *knowledge* by either reproducing system of values or silencing, suppressing critical thought. It is decided what kind of information is valid and which is not supported or permitted. The third issue refers to the place that education has within the state. Education is restructured in accordance to the strategies needed to preserve the state and its capital. As a consequence, the danger is that the state may promote a system of values, knowledge and practices through formal and informal education that influences directly

educational aims and policies. Therefore, the school can serve as an optimal place where these practices are reflected.

Education is organized in such a way that makes it connected to politics. Ministers and boards of education are bodies that are politically sensitive and fragile to outside pressure. The surrounding environment, with the interest groups and organizations serve to add pressure, influence over such bodies because in reality "…the education organization is influenced and directed by a small number" (Elboim-Dror 1970, 243). As a consequence, education seems not to express the values and belief of the society but that of a small group that articulates them. Teachers, professionals, organizations related to education and management apparatus are some of internal factors that influence the policy making process. Teachers exert influence in the implementation of policies. Teacher`s knowledge and the relation he establishes with students helps to implement educational policies. The moment that teachers accept the identified policies, it becomes easier to evaluate their success.

Policy making in education is influenced by the political, ideological, social and economic *context* (Taylor, et al. 1997). The formulation of the policies is depended on the *socio-political discourse* (Bell and Stevenson 2006) as well. It is formulated in a socio-political discourse, influenced by national and regional factors; and finally, is translated in educational institutions in the form of the curriculum and activities. As for *education reforms,* they are only invitations to accept and legitimize the ideas of some policies in education (Taylor, et al. 1997, 5).

 Education policy consists of intrinsic and extrinsic aims. In education, one can find certain extrinsic aims which are guided by ideology or industry. They reflect agreeing values in practice into schools (Barrow 2002). This can be the case of freedom of expression, tolerance or consumerism in the case of industrial perspectives. Some other goals can be unclear or even conflicting. They may be difficult to measure or to achieve because they are based upon inconsistent values. And these goals are exactly the ones which are "very dear to the hearts of those who endorse them" (Elboim-Dror 1970, 240). This can be the case of diversity conflicting with nationalism, tolerance with racism and slavery. In other cases, the wealth of some individuals and countries is presented as deserved and the poverty of some others as natural. Racial discrimination is shown as a right; ethnic division and violence are justified by superiority and bravery.

History, political culture, formal structure, informal processes, values and guiding key actors influence education policymaking (Marshall, Mitchell and Wirt 1986, 376). These social and political elements put notable pressure over schools. Until the new desired goal has been achieved, policy action in education may be reflected in curriculum change, new course introduction or even a changed school structure (Heck 2004, 4). Both *external and internal factors* can influence policy formation in education. Parents, political institutions, community and interest groups are part of the outside network which influences the educational system and related policies. This puts it under outside pressure and also criticism. For instance, education is sensitive to politics as it is considered an instrument of manipulation, and this makes it a target of outside control.

The Curriculum

The curriculum aims to socialize students and familiarize them with achievements, culture, values, traditions and society. The role of governments and their influence over the curricula cannot be denied. The curriculum can never be considered neutral as it is always someone`s selection (Cadiero-Kaplan 2004). Even though in varying levels, "governments use the curriculum to promote their vision of a future society" (Morris 1998, 110). The curriculum can respond to political and economic changes in a country (Yeung 2012). Political and social values become difficult to be questioned by those who teach them because there is a continuous need to meet the clearly defined outcomes in the curriculum (Pring 1999, 75). Sometimes, these outcomes are expressed in relations of authority and power. Authority is given as unquestionable and power is taken unchangeable.

The government defines the process and the outcomes of the national curriculum. The teacher is only the deliverer of the curriculum. The power and authority relation in education among government, teacher and learner is political. Educational outcomes are more the decision of politicians than of educational professionals. The ability of teachers to act independently from the government is another political issue. Some of the techniques used to control the curriculum are: the selection of the members who are part of the committees that decide on the curricula, the supervision of the agenda and underestimation of recommendations which are conflicting with the government`s vision. Governments and other related agencies impose on schools the achievement

of certain aims which have nothing to do with the moral development as a goal in education. There exists control over schools by governments which leaves little space for deliberation and discussion. The accountability and assessment process in education and the language used is to be questioned.

National Identity in Education

History, geography, literature and science are among the courses taught at school. All these somehow impart debates and dilemmas on politics. In this way, students receive knowledge on societies, governments and states. At the same time, conflicts are examined; values and cultural norms are discussed. States give importance to the national history. History "is the most political of social sciences" (Gaworek, 1977, p. 56). It is not an autonomous discipline. It is a field which can be doubted for "indoctrination" (Peters, 1967, p. 123). Wars for independence, national heroes, and veterans are all appraised and honored. The other side, the other nation is always depicted as the stranger, the different, the inferior, and an enemy to be fought against. In the case of South Africa, it is argued that national identity is not proper as an aim of education because it undermines democratic citizenship and autonomy (Enslin, 2002). In this case, schools have preferred identities which promote a certain class, race and gender preference over another. This can encourage oppression. These concepts are presented as unproblematic and natural and students are left to take them for granted. Teaching about nationality imposes on children the development of illusion and myths of nationhood. In schools, nationality has been considered as an important aim. However, considerations of its outcomes have been neglected. Singapore is another case of the noticeable control of the state over education. Singapore hosts both Chinese population and immigrants. Thus, building a common national identity have been essential for the survival of the city-state. The government and political leaders have controlled schools and the curriculum in order to contribute to nation-building. Nevertheless, citizens seem to value more economic conditions than political ideology. The Ministry of Education interferes in the curriculum and syllabus by imposing the ruling party`s vision (Sim 2011). Social studies are compulsory subjects and nationalistic values are overly emphasized. Nationalistic values embedded in the curriculum are understood as non-contestable and as a result civil-war is always a risk.

Final Remarks

The relation among education and politics is complex and each serve the other. There are many elements in education which serve politics. Despite the benefits that education brings to the society, the impact and the control that politics uses over education for its gains is undeniable. This is reflected in the education policy, in the content of the curricula, schools' practices and activities. Policy makers, the principal, teachers and other involved individuals are dependent on the state and its policies. In some countries, criticism is even paid with life. Politics can legitimize or censure information. The national identity is overly emphasized and history serves national priorities. National identity, which is reflected in subjects like history, glorify one nation and feed with hatred for the other.

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US-GREEK RELATIONS DURING THE PRESIDENCY OF GERALD FORD

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Abstract
The US-Greek relations in the wake of the Cyprus crisis have faced major challenges directly affected by the Cold War. This period is especially significant in the Greek history, as major changes have taken place in Greek society. The coup in Cyprus, the fall of the military junta in Greece, the Cyprus dispute and the Aegean issue were just some of the new challenges for the United States. Greece was economically classified in the category of poor agrarian countries, which produced raw materials for production, i.e. it was an underdeveloped country. Politically, it has often been influenced by clientelist parties. In the 1960s and 1970s, a number of events took place in Greece, both internally and externally, which marked its changing political mood. The fall of the military junta's dictatorship in the summer of 1974 sparked a series of turbulences in Cyprus that opened the door to a new era. US-Greek relations have been intertwined with a series of disagreements and collaborations. The tradition of their relations was the most intense, unlike other Balkan countries. Greece and the United States have maintained their diplomatic relations and have been on the same side during the conflicts of the 20th century.

Subject of analysis of this paper is the US-Greek relations during the administration of Gerald Ford, which is an extremely important period for defining the relations between these two countries in the 70s of the twentieth century. This new constellation of relations, created in the 1970s, was crucial for Greece and the decisions it made, especially in its relations with the United States. In that regard, the decisions made during this period were crucial in tracing its development externally. Consequently, this paper will seek to identify the main features of US-Greek relations during this extremely important period during the Cold War.

Keywords: US-Greek relations, Greek-Turkish dispute, Cyprus dispute, democratization, Aegean issue

Introduction

The American and European foreign policy in the twentieth century has undergone a major transformation. Europe, as the main field of conflict, has contributed to increasing interests in the Balkans. The outcome of World War II completely changed relations on the continent. The end of World War II was the beginning of a new different war - the Cold War. In that bipolar world, both sides sought to impose their ideologies. Greece was the first major challenge to US foreign policy at the time.

US-Greek relations have been intertwined with a series of disagreements and collaborations. However, the tradition of their relations was the most intense, unlike other Balkan

countries. The two countries were also connected through military cooperation, Greek emigration to the United States, the influence of the Greek minority in the United States, and the large number of bilateral visits between the two countries.[1] Greece and the United States have maintained their diplomatic relations and have been on the same side during the conflicts of the 20th century.

In the twentieth century, US foreign policy underwent a major transformation. This was especially evident before the outbreak of World War II, and intensified during the Cold War. The Balkans, as a point of contention in Europe, faced a major conflict of interest between the two rivals, the United States and the Soviet Union. The US influence on the Balkans was growing. Greece was the first major challenge to US Cold War foreign policy at the time. During the Cold War and during the conflicts in it, the great interference of the United States in the internal affairs of the states was evident. Jean Maynaud viewed American interference in Greek politics as multifunctional, often resulting in direct and parallel relations between military officials and bureaucrats of both nationalities.[2]

1. The Cyprus dispute, a challenge to US-Greek relations

Relations between the United States of America and Greece have often varied, and this can be seen through the Greek Civil War[3] (1946-1949) and US intervention during that period; Truman's doctrine in 1947 and the fall of the dictatorship in Athens in 1974.[4] In the 1950s, 1960s and early 1970s, Greek-American relations took a negative turn, due to the constant escalation of the Greek-Turkish conflict over the fate of the island of Cyprus.

US policy toward Greece has been passive over the seven-year dictatorship, drawing attention to Vietnam and the Middle East, and the roots of the crisis can be seen in the uncritical acceptance of the junta. Political commentator Maurice Goldblum said the United States had not developed a policy specifically for Greece. Instead, Greece sees it more as a tool for broader strategic goals in the confrontation between the East and West. The strategically located smaller

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[1] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York. Pella Publishing Co 1976 (122)
[2] Ibid. (124)
[3] https://www.mfa.gr/en/foreign-policy/greece-in-international-organizations/the-north-atlantic-treaty-organization-nato.html (accessed on: 23.03.2020)
[4] Couloumbis T.A., Kariotis T. et al. Greece in the Twentieth Century. Great Britain: Frank Cass 2003 (92)

NATO[5] partner was managed by American policy makers as a military real estate or a way of American influence over Israel and the oil.[6] On March 20th, 1974, Taska[7] met Kissinger[8] and senior State Department officials in Washington to devise a policy toward Greece. Emphasizing the extremely limited military support base that the junta has had and the conflict between Ioannidis and senior Greek officers, he tried to convince Kissinger that the only way to protect US security interests was to seek democratization.[9] In May 1974, Kissinger supported the sale of additional weapons to the junta. A few weeks later, Ioannidis sent a personal message to Taska informing him that he intended to take steps with the Turks and Makarios[10], signaling a radical change in Greek politics. That was enough reason for Kissinger to justify his response and to continue US support for Greek dictatorship. That same month, the State Department received information that the Greek military junta was preparing to launch a coup in Cyprus.[11] Accordingly, officials have been warned by Ambassador Taska not to take such a move. However, in July 1974, a coup d'état was carried out in Cyprus and the country's president, Archbishop Makarios, was ousted.[12] Turkey reacted immediately to the incident and invaded Cyprus and subsequently occupied 37% of Cypriot territory.[13] This dramatic course of events resulted in an open conflict in Cyprus, but also with the overthrow of the military junta in Greece on July 23, 1974.[14] The restoration of democracy in 1974 was a major turning point in Greek security policy. Greece's 1974 post-defense and security priorities have been characterized by the diversification of Greece's foreign relations,

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[5]   https://www.mfa.gr/en/foreign-policy/greece-in-international-organizations/the-north-atlantic-treaty-organization-nato.html (accessed on: 23.03.2020)

[6] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York: Pella Publishing Co 1976 (129–130)

[7] Henry J. Taska (August 23, 1912 - August 22, 1979) was an American diplomat during the 1960s and 1970s. Taska was the US ambassador to Morocco from 1965 to 1969 and to Greece from 1969 to 1974.

[8] Henry Alfred Kissinger (May 27, 1923) was an American diplomat who worked as a national security adviser and later secretary of state in the administrations of Presidents Richard Nixon and Gerald Ford.

[9]   Miller E.J. The USA and the making of modern Greece – History and power, 1950 – 1974. University of North Carolina Press, Chapel Hill 2009 (174)

[10] Makarios III was a priest, politician, archbishop and head of the Autocephalous Church of Cyprus from 1950 to 1977 and first President of the Republic of Cyprus from 1960 to 1977.

[11] Miller E.J. The USA and the making of modern Greece – History and power, 1950 – 1974. Chapel Hill: University of North Carolina Press 2009 (175)

[12] Dokmanovic M. The Balkans and American Diplomacy in the 20th Century. Skopje: Faculty of Law "Iustinianus Primus" 2014 (198)

[13] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York: Pella Publishing Co 1976 (139)

[14] Dokmanovic M. The Balkans and American Diplomacy in the 20th Century. Skopje: Faculty of Law "Iustinianus Primus" 2014 (139)

including a partial weakening of relations with the United States in favor of economic policy and political integration in Western Europe and improved relations with Eastern European countries.[15]

With the fall of the military junta, a government of national unity was formed, led by former Prime Minister Konstantin Karamanlis, who led the New Democracy party.[16] Karamanlis' priority abroad has been to effectively counter the disaster in Cyprus, where the Turks have stated their intention to expand the area under their occupation.[17] With Greek Vice President Spiro Agnju and the Secretary of Commerce visiting Greece, their close ties have been strengthened and co-operation has been announced in some fields. The United States has taken the opportunity to secure lucrative deals for its companies, as well as to provide large resources and opportunities for the needs of the US Sixth Fleet.[18]

After vetoing it by US Secretary of State Henry Kissinger, he vetoed the decision to slow down the Turkish invasion. A few days later, Turkey occupied a third of the island, then stopped the attacks but retained its positions. This led to another political blow, this time to the Greek and Cypriot junta.[19] Shortly afterwards, Makarios returned from London and was re-elected President of Cyprus. The war ended, but the island was divided by a "green line" into Turkish and Greek, and remains so, to this day. That line runs through Nicosia, which divides the city into two parts. This line is under the control of the UN, and in some places it is up to 10 kilometers wide.[20]

The Cyprus problem has been a central problem for many Greek governments. The bitter consequences of the invasion and the inability of the newly-established Greek democratic government to stop the second phase of the Turkish invasion in August 1974 have brought relations between Greece and Cyprus to a new level of maturity. Both sides had a better understanding of the limitations and obligations. Political elites in both countries saw the invasion and occupation of Cyprus not as an isolated case, but as part of a broader threat to Turkey's revolutionary policies

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[15] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York: Pella Publishing Co 1976 (139)
[16]   https://greece.greekreporter.com/2019/04/23/konstantinos-karamanlis-contribution-to-the-modernization-of-greece/ (accessed 02.05.2020)
[17] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York: Pella Publishing Co 1976 (139)
[18] Dokmanovic M. The Balkans and American Diplomacy in the 20th Century. Skopje: Faculty of Law "Iustinianus Primus" 2014 (197)
[19] Couloumbis T.A., Kariotis T. et al. Greece in the Twentieth Century. Great Britain: Frank Cass 2003 (119)
[20] Jelavich B. History of the Balkans, Vol. 2: Twentieth Century. England: Cambridge University Press 1983 (504)

in the Aegean Sea and Thrace. It requires co-ordination, consultation and co-operation between the two countries on diplomatic, economic and military issues.[21]

President Nixon resigned over Watergate[22] on August 9th instead of facing charges. His successor was Gerald Ford (1974-1977), the first American to serve as the chief executive officer of the presidency in such circumstances.[23] These subsequent events, and especially the events in Cyprus, have had a major impact on bilateral relations between the United States and Greece during the 1970s. Instability has been generated in NATO's southern flank.[24] The main factor complicating Greek global and regional relations was Greece's relationship with Turkey, which was also a friend of NATO. Since 1974, Greece and Turkey have been having an arms race, as well as fierce political debates over the sympathy and support of not only all NATO allies, such as the United States, but also with Eastern Bloc countries such as the Soviet Union. Over the years, tensions between Greece and Turkey over the Cyprus issue have cost them both politically and economically, and NATO operations have also suffered damage to their defense planning.

Tensions continued, and there was the potential for a catastrophic war between two members of the same alliance, with the possibility of dragging other countries into the conflict. Stability in the region, and consequently in Europe, was at stake, and peacekeeping was needed to resolve these disputes between Greece and Turkey.[25] The eternal optimism of neoliberal and institutional theory, translated into NATO membership, has proven to be destabilizing in relations with allies. Small powerful states have fostered a change in foreign policy. Greece and Turkey were involved in a competition for Cyprus, and the transfer of weapons helped to transform the limited dispute into wider and deeper hostility. Deteriorating relations have been a feature of the Alliance's inability to co-operate.[26]

However, despite constant gun battles and constant war of words, the dispute never erupted into war because NATO served as a guarantee. Proponents of NATO enlargement have argued

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[21] Couloumbis T.A., Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (114)
[22] Chouinard K. The Watergate Scandal and Its Aftermath. USA, Arizona: Paradise Valley Unified School District. 2017 (1-3)
[23] Couloumbis T.A, Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (115–116)
[24] Dokmanovic M. The Balkans and American Diplomacy in the 20th Century. Skopje: Faculty of Law "Iustinianus Primus" 2014 (198-199)
[25] Mann S. The Greek-Turkish dispute in the Aegean Sea its ramifications for NATO and the prospects for resolution. Monterey.Naval: Postgraduate School 2001 (45–46)
[26] Kerbs.R.R. Perverse institutionalism: NATO and the Greco-Turkish conflict. Cambridge University Press.England 1999 (374)

that the initiative would bring peace to Eastern and Central Europe, as well as to France and Germany. NATO's priorities during this period were defense, security and maintaining the military balance in the Greek-Turkish relations. NATO has also urged Greek authorities to seriously consider mechanisms within the Alliance to resolve the dispute and resolve differences peacefully, as well as to strengthen the Atlantic Alliance as a collective security organization through collective defense with institutional support.[27]

2. The Aegean question, a new motive for political instability

Strengthening the perception of a possible military threat from Turkey is widely shared and disseminated by public opinion and in expert debates. The Cyprus crisis of 1974 could be seen as a major turning point in the Greek security opinions in the post-World War II era. The Turkish invasion and subsequent occupation of northern Cyprus was a very traumatic experience for Greece, but also a basis for new security considerations. The Aegean issue has also been a stumbling block in relations between Greece and Turkey. Misunderstandings over the Aegean issue have posed a Turkish threat to the freedom of the Aegean islands. Since 1970, issues of control over the Aegean Sea and its islands have been raised.[28] The conflict was sparked primarily by misunderstandings over some military-tactical advantages and issues of economic exploitation in the Aegean Sea. This has become particularly important since the 1970s when oil springs were found in the sea. The main components of the Aegean issue were airspace issues.[29]

An issue on which Greece and Turkey had rival claims was also the Aegean continental coast. The 1958 Geneva Convention on Territorial Sea and the Contiguous Zone was ratified by Greece in 1972. Under the convention, the inhabited islands belonged to their continental coast. Turkey has stated that it is not bound by the Geneva Convention and has not ratified it. According to the "right" of the islands in relation to the continental part, the view that the Aegean Sea is of the open type, characterized by the so-called "Special features". As in the case of the airspace, the eastern part of the coast belongs to Turkey. Greece has said the deal poses a threat to the security of the Greek islands, which were close to the western side of the Turkish coast, and that it encourages Turkey to reduce its issues regarding the sovereignty of the Greek territory.[30] The next

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[27] Couloumbis T.A., Petropoulos J.A. et al. Foreign Interference in Greek Politics: An Historical Perspective. New York: Pella Publishing Co 1976 (140 -141)
[28] Mann S. The Greek-Turkish dispute in the Aegean Sea its ramifications for NATO and the prospects for resolution. Monterey.Naval: Postgraduate School 2001 (27)
[29] Ibid. (27–28)
[30] Ibid. (28-30)

point of confrontation was the limit of territorial waters. Greece had a 6-mile territorial waters zone. The question was whether Greece should increase this zone to 12 miles, which would accept the norms for the redistribution of airspace and the coast, and they had to be redefined. If the proximity of the Greek islands to Turkey is taken into account, much of this zone would fall under Greek jurisdiction. Turkey has pointed out that it will oppose Greece's move to expand its territorial waters from 6 to 12 miles. The fortification of the Aegean and Dodecanese islands was also a point of contention. After the Turkish invasion of Cyprus, Greece fortified the Aegean and Dodecanese islands, and Turkey opposed the move.[31]

If Greece were seen as a politically stable and democratic state, paternalism and penetration would give more opportunities to more functional partnership and co-operation policies. The strong foundation of future Greek-American relations can best be built on a fair and objective assessment of the recent past, with criticized mistakes made by many governments. By practicing fair standards, US policy was to condemn the Greek junta and the concept of resolving the Cyprus issue. Rarely today can American analysts and politicians be heard trying to cover up the mistakes of the Johnson and Nixon administration over the Vietnam War.[32] Similarly, no one has tried to rationalize the latest US policy toward Greece and Cyprus. It is not possible to deny what has been done, but it should be noted that similar behavior can be expected in the future.

3. To the edge and back: Collective safety test for NATO members

Greece's strategic space has been of great importance to the West, and it should be borne in mind that Turkey's strategic importance will diminish considerably, though not completely, if the Greek chain decides to completely break free from the chain.[33] International politics is not governed by law and morality, but by ability, wisdom, and power. US policy toward Greece clearly demonstrates the relationship that is typical of superpowers and their strategically located and relatively dependent allies or satellites. Tensions between Turkey and Greece and the possibility of war in 1974 led to significant changes in Greek foreign policy. Thanks to the conditions of international politics, by the middle of the late 1970s, American hegemony began to decline and a new alternative to economic and political issues appeared in Europe.[34]

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[31]Mann S. The Greek-Turkish dispute in the Aegean Sea its ramifications for NATO and the prospects for resolution. Monterey.Naval: Postgraduate School 2001 (30)

[32] Couloumbis T.A., Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (122-123)

[33] Ibid. (123)

[34] Akman E. Continuity and change in Greek security perceptions and priorities in the post-cold war era. Ankara: Middle East Technical University 2005 (15)

If we take a retrospective of US policy in 1974 in the name of NATO solidarity, the Turkish invasion of Cyprus was accepted by Western circles as a defense of an accomplished act. Since then, Turkish diplomatic inflexibility in Cyprus has been treated by official US and NATO circles with understanding and even encouragement. Since 1974, both the United States and NATO have been passively viewing Greece as a member of NATO, which has been in a dispute with another NATO military ally. What kind of strategic protection did NATO provide in terms of responsibility if three NATO members acting as "guarantors" of Cyprus allow the young island republic to reach its tragic state? The Greek people have a reasonable right to expect that a military and political alliance between Western democracies should provide two basic values for all its members: 1) to guarantee the security and territorial integrity of each member state and 2) to protect democratic institutions and respect human rights in each Member State. The Greek people were outraged that the NATO-US alliance failed to respond properly.[35]

In the aftermath of 1974, Washington sought to limit the consequences of Turkish policy and the Turkish invasion of Greek-Turkish relations, as well as to engage in efforts for a peace process in Cyprus without undermining strategic and economic ties between the United States and Turkey. Despite balancing Cypriot government recognition policies, traditional US views on Turkey's strategic and economic importance can be seen, resulting in the avoidance of any US or international sanctions on Turkey. Washington has shifted its focus to long-term peacekeeping, in line with the uncompromising policy expected by Cypriot Greeks to accept reality with the 1974 invasion and occupation. US policy was reflected in peace initiatives and a balanced policy between 1974 and 1978.[36] In Kissinger's first official statement to the UN General Assembly on September 22, 1975, on Cyprus policy, he stated that independence, sovereignty and territorial integrity of Cyprus were needed.[37] He stressed the need for territorial distribution that would contribute to the economic and security interests of both communities and to the autonomy of Turkish Cypriots. An analysis of the attitudes and policies of the two administrations in Washington since 1975 on the issues of the Cyprus conflict shows that the theory of continuity has remained relevant to the interpretation of current US policy. Interests motivating the US policy toward Cyprus have gained even more urgency in the face of the Eastern Crisis, rising Western

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[35] Couloumbis T.A., Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (125)
[36] Ibid. (125–126)
[37] Ibid. (126)

dependence on Middle East oil, growing concerns about Soviet influence in Africa, armaments in Eastern Europe and the Soviet naval presence in the Mediterranean. As a result of these developments, US awareness of Turkey's strategic importance has increased, and in practical terms it has been reflected in the American acceptance of Turkey's proposal to resolve the Cyprus issue and open issues between Greece and Turkey.[38]

Greece's coup in Cyprus has provided a legal excuse for Turkey to intervene militarily and effectively implement its long-standing goal of partition. The population change in 1975 and the creation of the so-called Turkish federal member of Cyprus has completed the division process. For the past four years, Turkey has sought to legitimize the outcome of its military intervention on July 20th and August 14th, 1974, through internal talks. The growth of Greek-Turkish discord since late 1973 and the funds from the Aegean continental belt have led to a direct Greek-Turkish division of Cyprus, which has been impractical for Turkey. How have these developments affected US policy toward Cyprus? Even through controversy over the extent of the invasion, it was a fact that the solution to these events was provided by Secretary of State, Henry Kissinger, who was opposed by all his predecessors. The easing of tensions, international isolation, the Greek junta, and Turkey's fear have freed the United States from Soviet intervention in Cyprus. This fear was instrumental in the final minutes of the US intervention during the 1964, 1967 and 1972 crises, when they presented the false impression that US policy was "anti-Turkish" or "pro-Cypriot" oriented. Kissinger believed that a statesman must take risks in order to achieve a satisfactory outcome in international politics. The damage caused to NATO's southern flank by Greece's limited withdrawal from the organization and the closure of US bases in response to the arms embargo could be remedied by the presence of co-operation with the conservative Greek government and a speedy settlement of the Cyprus dispute by Turkey.[39]

The US response to the 1974 crisis was due to Kissinger's search for stability in the eastern Mediterranean, NATO revitalization and relations between Europe and Washington. The Cyprus problem had a negative impact on all three goals. Kissinger's secret solution to this protracted dispute could have been achieved either by pushing for a balance of negotiations in favor of Turkey and the Turkish Cypriots, or through a Greek-Turkish agreement involving significant Turkish concessions to Cyprus. Resolving the Cyprus problem would help revitalize the NATO-Cyprus

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[38] Ibid. (126)
[39] Couloumbis T.A., Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (126-127)

problem while improving US-European relations, with the priority of the Secretary of State's agenda in the first half of 1974.[40]

The Ford administration believed that the Congress had been brought under control after agreeing to relax the embargo and contribute to full normalization between the two countries. Cyprus was to be set aside as an unsolvable problem. The Defense Cooperation Agreement (DCA) was signed in Washington in March 1976. The Ford administration immediately announced that it would seek early approval. The Congress was asked in June to approve the allocation of more than $ 1 billion in military assistance under the DCA. Of course, the embargo would be lifted by the Congress as soon as the DCA came into force. Following the announcement, Greece requested a similar treatment. Negotiations began immediately for a new Greek DCA agreement. But none of these DCA agreements have been approved by Congress, nor have they been prepared to give up their annual military aid program, which has led to the embargo not being lifted. The Greek government has refused to sign the DCA agreement. The reasons for the delay were not "technical" but political - until the end of 1976 in Athens, the election of candidate Jimmy Carter was expected, who attacked Ford and Kissinger for their policies towards Turkey. By delaying the signing of the DCA, Greece hoped for greater inclination from the Carter administration. Athens finally signed the DCA agreement in July 1977, but the administration has since turned against the multi-year authorization of aid funds. This change disappointed the Turks, but in the end they were satisfied with the lifting of the embargo in 1978.[41] In the 1976 presidential election race, Gerald Ford lost the election to former Georgia Governor Jimmy Carter, who promised citizens that he would give them "a good government like its people." He also said during his campaign that "we will replace the policy of balancing power with the politics of the world order."[42] The commitment to good bilateral relations between the United States and Greece has continued in the aftermath.

Conclusion

History has seen many events regarding the Greek-American relations that have been marked by disagreements and co-operation. US interest in the Balkans and Greece underwent a major transformation in the twentieth century, especially during the Cold War. The blockade has

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[40] Ibid. (127–128)
[41] Couloumbis T.A., Iatrides J.O. Greek-American Relations: a Critical Review. New York: Pella 1980 (128–129)
[42] Dokmanovic M. The Balkans and American Diplomacy in the 20th Century. Skopje: Faculty of Law "Iustinianus Primus" 2014 (65-66)

completely changed the continent's relations so far, and the Cyprus dispute and the Aegean issue have been an additional motive for the growing presence of US influence in Greece.

The fall of the junta contributed to the democratization of the Greek society and the complete Europeanization of Greece. Throughout the Cyprus crisis, foreign interference in Greece was obvious. Strong political, economic, cultural and religious ties have helped the United States and Greece have long nurtured good diplomatic relations during the Cold War. The US influence in Greece was equally pronounced during Nixon's and Ford's government. The intensity of action towards Greece was great and took place continuously. There have been no major concessions in the policy pursued by the presidents. The aim of foreign policy was to maintain the influence of the United States and NATO in the Balkans, and specifically in Greece, to minimize the influence of the Soviet Union on the domestic politics of Greece, the Cyprus dispute and the Aegean issue. The United States has sought to influence Greece and Turkey through diplomatic support and to encourage them to reach a compromise on Cyprus through UN talks. Washington has long believed that there is a significant improvement in Greek-Turkish relations without the Cyprus issue. The concerns of the United States and its allies have been a constant threat to Turkish-Greek relations and the impact on NATO cohesion.

The future of Greek-American relations would be better if they followed the contours of the interdependence model. In this new relationship, Greece needed to realize that the United States, as a great power, had an interest in global security, and that it could not and would not change purely from altruistic motives. The Americans needed to understand that Greece had its own interests and that its democratic freedoms and territorial integrity should not be negotiated. The common values of the two countries, the freedom and democracy as well as their participation in NATO and other international organizations, form strong foundations of Greek-American strategic cooperation.

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HATE SPEECH IN SOCIAL MEDIA – EFFECTS ON ROMA MINORITY

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Abstract:

Digital communication platforms have made it easier for people to spread extremist ideas and adopt discriminatory attitudes against certain individuals or groups, often facilitating the proliferation of hate speech. This study investigates the effects of hate speech against Roma people, one of Romania's largest ethnic minorities – in Romanian online settings.

Based on an experimental research, this study sheds light on the effects of exposure to hate speech directed against the Roma ethnic minority in the digital age, with particular reference to engagement, stereotypes and persuasive effects. The research aims at investigating engagement with hate speech in social media and persuasion effects of positively and negatively valenced media messages in an online hate speech context. Participants were exposed to viral Facebook messages (i.e., Facebook posts which received high engagement and visibility from Facebook users) containing or not different degrees of hate speech references (i.e., neutral content, derogatory content, hate speech content, and extreme hate speech content) plus to one type of comments (either positive or negative) related to the initial post.

Main results show that exposure to hateful content (neither mild, nor extreme) directed against Roma people does not determine people to engage but diminishes negative stereotypes rather than enhancing them. The findings suggest significant persuasion effects in terms of the impact of negatively vs. positively valenced messages voiced in an online hateful speech context. Such findings could be useful in future studies investigating hate speech effects and in the development of strategies and policies addressing discrimination against Roma ethnic minority.

Keywords: hate speech, online communication, Roma minority, experimental design

DIGITAL PAYMENT TRENDS: NEW ERA WITH GENERATION Z?

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Abstract
Digitalization of payments represents a huge step towards achievement of an easy, convenient, fast, and secure ways to pay. The current payment methods powered by rapidly changing development of technology stimulate and force us towards more innovative solutions, which are in many ways the result of consumer pressure. The objective of this paper is to provide insights into the specifics and changes on the Slovak market concerning new creative ways of payments with special emphasis on certain generation of customers. On top of describing the current situation, it focuses at determining the trends affecting customer experience. Its results will assist in further research aiming at identifying strengths and weaknesses of digital payment solutions focused and adjusted on specific sets of customers along with suitable suggestions for future development.

Keywords: Digitalization, New Technologies, Digital Payments, Innovation of Payment Methods, Generation Z, Slovakia

ANTECEDENTS OF STRATEGIC THINKING AND CONSEQUENCES ON THE COMPANY'S PERFORMANCE IN THE PROCESS OF DIGITAL TRANSFORMATION

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Abstract:

The motivation for this work is based on the training and conventional practices that have too often led strategic researchers and executives to assume a stable competitiveness around existing companies, without recognizing the effects of radical and increasingly disruptive changes in markets and space. competitive. The new logic of strategic thinking and initiatives requires a conceptual framework for guiding information, perceptually interpreting issues, strategic trends and choosing the right strategic initiatives. The ability to think strategically is an increasingly important requirement for managers at different levels within organizations. Cultivating management practices and rigorous strategic thinking are the most important step a leader and company can take to avoid decline and sustain growth. It is very important to understand the proposed concept for understanding the relationship between the antecedents of strategic thinking and strategic thinking at the organizational level.

Keywords: antecedents of strategic thinking, strategic thinking, performance, marketing skills, technology, digital transformation.

JEL Classification: M10, M19.

THE PRACTICES OF THE OPEN AND HIDDEN RELIGIOSITY UNDER THE SOVIET REGIME: THE CASE OF THE OLD BELIEVERS IN LATVIA

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Abstract:
After the Second World War the democratic system of the Republic of Latvia was changed into the soviet order. The communist regime was openly anti-religious and threatened believers with punishment and social isolation. In Latvia, the atheistic propaganda influenced representatives of all confessions, but not all of them suffered badly. By the time, the Old Believers were already experienced in surviving under adverse conditions, and the new political ideology became the challenge, but not the verdict. Old Believers' parishes continued their daily activities and sometimes even managed to get support from the local authorities. However, the community itself stratified into two major groups – practicing believers and non-believers. For their part, practicing believers divided in the open and hidden fellows. The main reason for abandoning religion was the public career and/or the necessity of caring the family. Nonetheless, there were also those, who stayed religious and gained social success and recognition. The believers became a minority, who had to keep religious traditions and to transfer the religious experience to secular brothers in faith in 1980s after religiosity was allowed. The presentation is based on life stories of the Old Believers, who narrated about their experience under the soviet power.

REGULATIONS REGARDING CORPOARTE SOCIAL RESPONSABILITY IN ROMANIAN COMPANIES

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Abstract

In Romania, Corporate Social Responsibility (CSR) is in development, the number of companies investing in CSR is quite small, but growing, assuming as a long-term business strategy. The objective of the paper is to analyse the impact of the European Directive no. 2014/95/EU of the European Parliament and of the Council between the moment of regulating the obligation to report actions regarding CSR and its transposition into Romanian legislation, up to now. It was analyzed the evolution of the number of companies that were going mandatory to draw up the non-financial statement between 2015-2018, as well their structure according to different classification criteria and the practices used by companies. In 2015, in Romania, 701 companies fell under the scope of the Directive, and their number increased by 6% by 2018, the cause being mainly the increase of the number of employees, but also the establishment of new companies. In 2015, public interest entities represented 21% and multinationals 28% of the total number of analyzed companies. Very few companies publish their reports, because there not having the obligation to make publicly available the information on CSR actions.

Keywords: Corporate Social Responsibility, Romanian regulation, non-financial reports, European Directive;

JEL classification: M14; M40; M49

THE UNITED NATIONS DELAY IN INSTITUTING PEACEKEEPING OPERATIONS IN SOMALIA, 1991 AND 2018

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Abstract

Recently, the issue of insecurity has become increasingly prevalent in Africa, especially in the sub-Saharan region. Regardless of the exclusion of the use of force in pursuit of national interest in international relations by United Nations charter, violence and conflict have continued to appear in various guises on the global stage. Among others are ethnonational struggles for independence, environmental degradation, classical power struggles, regional conflicts, religious extremism. The peacekeeping operations in conflict situations present some critical political underlying structural biases in its pursuit. By so doing, exhibit a missing link in the quest of global peace and security. To address the thrust of Peacekeeping need effective management that facilitate political stability, security and development. On this pedestrian, the study is set to examine the impact of the United Nations delayed response and management of peacekeeping operations in Somalia. Specifically, to identify how the United Nations management of the peacekeeping played out in the restoration and stability of peace in the country. Moreover, the implications on attaining of the state hegemony, multiplication of warlords, economic development and peace/security of this state, between 1991 and 2018. The framework of analysis for this study is Critical theory, using the documentary method of data collection and qualitative descriptive analysis.

Keywords: United Nations, Peacekeeping Operations, Security Crises and Civil wars