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FOREWORD

On behalf of the International Balkan University, allow me to give you brief introduction to our University. The International Balkan University is founded in 2006 by the Foundation for Education and Culture "ÜSKÜP". It is a foundation, non-profitable university, one of a kind in the Republic of Macedonia. Located in the heart of the Balkans, IBU is a gathering point for students from all over the region, including Turkey. This makes IBU a multinational, multi-religious and multicultural institution. If we add the fact that IBU is an English speaking university, teaching and learning medium, then we can conclude that the epithet "international" fits our University the best. The track record of success saw IBU ranked as the best uni versity in Macedonia in the field of Teaching and Learning in 2016 by the world-known Shangai University Ranking, according to criteria specifically designed for ranking world academic institutions.

As the beacon of the importance we attach to the quality of education for the leaders of the future and carrying the banner of internationalism by functioning under Erasmus and Mevlana Exchange Programs, we here welcome the students from various countries in connection with numerous symposiums and congresses. We, thus, believe that such academic and friendly interactions will further encourage the learning quality. We have so far welcomed and educated considerable number of foreign students through Erasmus and Mevlana Programs, believing that such events surely serve equal benefits for all those involved.

To give a striking example, International Balkan University has continuously organized the spectacular International Student Congress since 2014, which became one of its most valued traditions so far. Not to mention that these four congresses that have been organized in the previous years are solemnly the result of the limitless effort and enthusiasm of IBU's own students, encouraged and supported by IBU's academic and administrative staff. Bearing in mind that in the previous year we hosted 80 participants from 35 countries around the world, we are now more than honored to host 120 participants from 42 countries to share their knowledge and broaden their prospects at no other place, but the IBU Campus itself.

Taking this opportunity, I should underline that we are pleased to welcome you all as our students who are tomorrow's leaders from different countries and universities to participate in the Congress. I sincerely thank you for your incessant effort to pass your knowledge to our students and I wish you success and fun at the same time.

Dukica Pavlovikj
IBUISC'18 Honorary President

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"Investing in Youth for a Sustainable Future"

Stream: **Management**

INVOLVING YOUNG PEOPLE FOR TRANSFORMATIVE DECISION MAKING AND POSITIVE YOUTH DEVELOPMENT IN AFRICA

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ABSTRACT

Scholarly research, in particular, on youth participation shows that young people tend to be barely engaged in decision making processes. Thus, the discourse of youth participation has grossly become a more pertinent issue in the national development objectives in many countries around the globe. Nonetheless, the critical question remains of its relevance from the view of young people. As a result, involvement in decision making procedures of young people in conceptualization of youth development initiatives is considered a vital component that affects their future aspirations. This discourse and practice of excluding young people for transformative program decision making and imposing decisions on them, is a serious concern in achieving positive youth development and empowerment. This paper argues that the absence of young people in decision making often lead to poorly designed youth development interventions. Therefore, this paper examines the challenges and prospects of involving young people for transformative program decision making. It will highlight the need to examine youth participation with a view to develop more effective, relevant and sustainable ways of bringing youth on board for participation in program formulation. The paper adopts narrative approach using literature and document analysis to examine the prospects of involving youth in program decision making in Africa. This paper makes several contributions to the existing literature with regard to investing in youth for a sustainable future. It concludes that the involvement of youth perhaps may be able to influence political decisions and advocates effectively for appropriate programme formulation and implementation.

Keywords: Participation, decision making, youth development, youth policy, Botswana.

1. INTRODUCTION & BACKGROUND

In recent years, the issue of youth participation has become a central component of national and international youth policies and programmes around the globe. As noted by Mesa (2010) all European States try to relate policies addressing youth to the principles of participation and active citizenship. Therefore, it is the contention of this paper that youth participation leads to better decisions and outcomes. Noticeably, World Programme of Action for Youth recognizes that involving youth is central to its successful implementation. It further pronounces the full and efficacious participation of young people in society and decision making as one of its 10 priority areas for action. Accordingly, there is a propensity not to recognize the benefits of youth participation in decision making with regard to youth intervention programmes and youth policies. This paper argues that, much of government policy has a direct or indirect impact on the youth, yet many African governments are oblivious of how their decisions affect young people lives and their future aspirations. It is worth noting that many scholars, practitioners and researchers (see for example, Ntsabane&Ntau, 2000; Checkoway, 2011; Akita, Kai & Smith, 2014; Bertozzi, 2015) have written widely on the youth participation and how it can usher sound decisions that can contribute to the growth and development of any given country. Since Africa is a vast continent made over fifty independent nation states with varying social, economic and political situation, this paper will focus on youth participation with special emphasizes to Botswana. It will review the ongoing debate in Botswana on youth participation, youth development and youth policies. Accordingly, it is worth noting that past and current youth policies and programmes have not been able to stave off the problems faced by young people such as poverty and unprecedented proportions of youth unemployment. Most of the policies and programmes that seek to provide solutions to the problems of youth in Botswana (for instance youth unemployment) are fundamentally impaired on the grounds that there are not anchored on punctilious participation of young people (Diraditsile, 2017). Against this background, this paper will also focus on the policy framework for youth participation. The analysis will highlight on how youth

development practitioners and/or relevant authorities in Botswana can enable young people to participate more actively in policy decision making as they can promote critical awareness and empowerment. Notably, for the purpose of this paper the word participation and involvement will be used interchangeably.

The paper is structured as follows. Following an introduction, the paper presents section two, which is a brief conceptualized definition of youth globally and from an African perspective. This is followed by section three which discusses the policy framework of youth participation. Next is section four which focus on advantages and critiques of youth participation in the scholarly literature. This is followed by section five which is the discussion on the policy framework of youth participation. Section six provides recommendation in terms of the way forward. Finally, the last section provides concluding remarks.

2. CONCEPTUALIZING THE TERM YOUTH

The term youth can be defined differently with a lot of different connotations, it is submerged with semantics. Tarifa, Machtmes, Fox & Johnson (2009) notes that the operational definition of the term youth varies one country to another, based on specific socio-cultural, institutional, economic and political factors. To this end, defining youth in terms of age often becomes the most sensible standard of classification on the grounds that, such a definition often has an implication on the design of different programmes. Hence, many countries in the world have defined youth differently in their national youth policies. In the Pacific, some countries consider youth up to the age of 40. At an international level, the United Nations (UN) has defined youth as persons of between 15-24 years (United Nations Development Programme, 2014). In the African context, according to the African Youth Charter, youth typically refers to people aged 15-35 years. Accordingly, Botswana National Youth Policy of 2010 defines a youth as a person between 15 and 35 years of age.

Drawing upon the definition of African Youth Charter, youth participation in this paper will be based on young people aged between 15 and 35 years of age. In Botswana, and indeed in the African continent, young people have to deal with increased unemployment and insecurity at work, greater family instability, and reductions in social welfare programmes. Youth is often characterized by uncertainty and risk hence effective strategies are needed to resolve their plight (Narayana&Motlaleng, 2014). Youth have a body of experience unique to their situations, and they have views and ideas that derive from their experience. Nonetheless, there is a failure and/or even a refusal to recognize the benefits of youth participation in decision making when conceptualising youth policies and programmes. Evidence abounds that much government policy has a direct or indirect impact on young people, yet their views are slightly taken into consideration due to lack of consultation and not recognizing that young people can make informed decisions with regard to moving their countries forward.

3. THE POLICY FRAMEWORK FOR YOUTH PARTICIPATION

Before talking about the framework for youth participation, it is important to understand some of the multiple and contested definition of participation. According to UNDP (2014) youth participation in policy making processes is an action oriented process involving young people in institutions, initiatives and decisions, and affording them control over resources that affect their lives. Youth participation includes efforts by young people to organise around issues of their choices that can bring about positive change in the national development discourse of their countries (Checkoway, 2011). From the above definitions, youth participation for the purpose of this paper would be defined as a process where young people take part by articulating their views and thoughts with regard to that in which affect them. In Botswana, youth participation is undertaken within the framework of the Revised National Youth Policy (BNYP) of 2010 which has a clear Plan of Action that explains all the necessary information needed to effectuate and achieve the objectives of the policy (GoB, 2015). The cornerstone of the policy is to ensure that the youth are given opportunities fulfill their potentials. Let us consider a brief overview of BNYP (revised in 2010) in the framework for youth participation.

3.1 Botswana National Youth Policy 1996 (Revised in 2010)

The Youth Policy of 1996 was the first policy initiative of the 1990s which sought to develop and strengthen a network of institutions for youth participation and development in Botswana (Nthomang&Diraditsile, 2016). This policy offers a solid base and challenges relevant stakeholders and youth development practitioners to

think more critically with regard to sustainable approaches to youth development and empowerment initiatives, especially youth participation in the national development objectives. This policy place more prominence on the fundamental roles that youth should be empowered in order to contribute to the national development plans. Furthermore, the policy is designed to mainstream youth activities and contributions and highlight youth issues and/or concerns as crucial input in the development process on the nation. The policy outlines the roles and responsibilities of the youth themselves, and creates specific instruments for supporting and promoting youth issues through Botswana National Youth Council (BNYC) which overseas District Youth Councils (DYC) at the district levels around the country. As a result, the DYC identifies pertinent youth issues in their respective localities and they apply their minds on how the challenges can be addressed from young people's point of views. BNYP is a very important tool that has been crafted well in paper; however there are still teething problems when it comes to addressing issues head on. There is no doubt that the policy to a certain extent has a bearing in formulation of many and varied policies, initiatives and programmes in Botswana.

Unfortunately, one of the major concerns is that the specific area of youth participation in the national development objectives is given broad and to a certain degree loose treatment and there is lack of clarity around the mechanisms through which it will be actually achieved. Worse still, albeit National Youth Policy defines youth responsibilities to promote active participation, it does not specify mechanisms or processes through which active participation and decision making in governance can be achieved. For instance, one of the major challenges to realization of the youth policy is due to the fact that the policy framework in Botswana adopts a top down approach in policy making. Mwansa, Lucas &Osei-Hwedie (1998) have argued that, when policy initiatives are transmitted in a top-down manner they frequently take the form of directives rather than consultations, and this obviously does not allow for peoples' participation in formulation. They are, in fact, expected to become involved in the implementation process, whether they agree with it or not. This is perhaps the point at which youth participation experience difficulty in being translated into reality. Due to the top-down approach, there is a propensity of the government to develop welfare programmes without youth involvement. The failure of the government to incorporate the views and voices of the youth when programmes are conceptualized is a serious concern in achieving positive youth development and empowerment in the country. However, this is not surprising as Ntsabane&Ntau (2016) notes that youth in many African societies are considered as minors whether in the family, church, political debates and education. Based on the foregoing, it does not seem unreasonable to suggest that historically in the African region, youth have been marginalized when it comes to major decisions making that deals with the running of the economy.

Tarifa et al (2009) contends that, although youth issues may be the main concern in the community or within the organization, adults are most often at the front line of the decision making process. Based on several studies, adults are hesitant about youth and the role of youth in decision making process within society (Guzman, Lippman, Moore & O'Hare, 2003). According to Yohalem& Pittman (2001) it has been well documented that stereotyping of youth by adults confines young people's potential within their community. Let us consider issues and critiques around youth participation below.

3.2 YOUTH PARTICIPATION: ISSUES AND CRITIQUES

There is a substantial body of evidence which shows that over the last decade, youth have gained increasing prominence on the global development agenda with regard to policy formulation of youth related issues. Increasingly, governments, civil society organizations are recognizing the specific needs and vulnerabilities of young people as well as their prospects to contribute positively to the national development (Thomas, 2007; Burke, 2010). As more resources are channeled towards both addressing youth exclusion and disadvantage, as well as towards harnessing young people's potential as partners in growth, the role of young people in deciding and managing the allocation of resources has been brought into sharp relief. Bolsano (2005) states that evidence suggest that youth are to a certain extent less committed to the American doctrine than their parents. Moreover, Sherrod, Torney-Purta&Flanagon (2010) notes that, over the past generation Americans' interest in public affairs has steadily worsen and this has been more pronounced among young people. Key measures that can be said to identify the declining public interest include the discontinuation from engaging on pertinent issues of current affairs, in particular political discourse and lack of attentiveness in public issues (Sherrod et al, 2010).

According to Akiva, Cortina, Eccles& Smith (2013) globally there is increasing recognition that young people not only have a right to determine how resources are used, but that they bring unique and valuable experiences and viewpoints to the debate. Accordingly, the issue of youth participation in the development discourse was

first given global exposure in Agenda 21, the declaration following the Rio Summit of 1992 (Ntsabane&Ntau, 2016). Since then, a number of international and national conferences have drawn attention to the issue's importance and it has been highlighted in several prominent legal instruments including the African Youth Charter, which obliges states parties to "facilitate the creation or strengthening of platforms for youth participation in decision making at local, national, regional and continental levels of governance" (African Youth Charter, 2006). It is interesting to note that, although Botswana is the only country in the Southern African Development Community region that has not yet signed the African Youth Charter (AYC), the country is doing so many things that are enshrined in the charter. All that is needed is for young people in Botswana to advocate for the government to sign the charter.

This paper acknowledges that youth participation in Africa and around the globe is a major challenge and has been a topic of concern. Moreover, it remains a source of academic discord and is a long and protracted point of contention with regard to youth development studies. Though this paper advocates for active participation of youth for transformative decision making and positive youth development, it also recognizes that there are critiques of youth participation in the literature. The radical critique of youth participation suggests that far from empowering youth, participation is simply a new form of conformity (Bessant, 2009), and this should not be allowed to go unchallenged. According to Farthing (2012), one can deduce that the act of including young people in decision making processes is best understood as another exercise in power over them, therefore these challenge needs a paradigm shift that will center on the mindsets of elderly populace.

Cohen (1985) notes that, involving youth people in the decision making process can ensure that those with the greatest reason to challenge the state's existing power structures continue to conform. Cohen further argues that engaging young people through participation does not empower them; rather it simply makes young people to conform and increases the likelihood to act in accordance with policies and programmes appropriately once they have been conceptualized by the national leaderships.

4. DISCUSSION ON THE POLICY FRAMEWORK OF YOUTH PARTICIPATION

This paper acknowledges the contribution made by national youth policy in promoting youth participation in governance processes in Botswana and elsewhere in the African region. Despite the existence of a national youth policy framework, promoting youth participation in practice has proven be a mammoth task in Botswana and elsewhere in Africa. However, one of the major concerns is that youth development interventions introduced after the adoption of the Revised Botswana National Policy of 2010 do not seem to have much bearing on the policy when it comes to youth participation in decision making. This is a clear indictment on planning processes owing to the fact that ideally, youth policies and youth development interventions developed over the years should build onto each other. In that way, this will create the possibility of closing existing policy gaps and coming up with more robust, cost effective and sustainable interventions.

Globally, many studies (Landsdown, 2009; Zeldin, Christens & Powers, 2012; Morciano, Scardingo, Manuti&Pastore, 2014) report changes in youth conditions over the past decades. Manuti (2011) in Italy indicate that the change in the demographic and geopolitical setting have influenced the political socialization of new generations and have created new arena of participation. According Burke (2010) the White Paper on youth published by the European Union has established the lack of interest among young people towards taking part by playing a role in public life. In fact, political concern with issues of participation has grown precisely with the aim to counteract this decline in youth participation in the public sphere (Burke, 2010). Actually, still in Italy, there is a widespread decline of traditional political participation; on the other hand different forms of civic and social participation, among young people are emerging (Morciano et al, 2014).

Research on youth participation shows the positive impact of youth civic engagement on adult and political organization (Best, 2007; Bertozzi, 2015). Involvement in association, voluntary organizations and youth formal groups is related to a greater interest towards politics and to an increased perception of the government's responsiveness towards the youth. In Bangladesh, Zeldin et al (2012) notes that, UNDP supported the establishment of a National Youth Parliament to empower active citizens at both local and national level and provide an opportunity for youth to contribute to the conceptualization of national policy through direct dialogue with parliamentarians. While ideas valuing youth participation gained prominence in a number of countries in the 1990s, the Philippines has a relatively long history of youth participation (Bessell, 2009). Predating the United Nation Convention on the rights of the Child, the 1974 Child and Youth Welfare Code identifies youth's responsibility to participate actively in civic affairs in the promotion of the general welfare, always in mind that it is the youth who will eventually be called upon to exercise the responsibility

of leadership (Bessell, 2009).

In the African continent, Omilusi&Adefemi (2016) notes, a Nigerian youth agenda on political participation was developed for the last general elections together with a Nigerian Youth Inter party forum. The forum was primarily used by the youth members across party lines to come together and engage each other meaningfully on issues of common interest and challenges among other things one being expanding the perimeters for youth political participation in the national discourse. In Sierra Leone, the issue of youth participation in governance has a particular powerful resonance because of its devastating association with the civil war of 1999-2002 (Fanthorpe, Lavali&Sesay, 2011). Noticeable, still in Sierra Leone, the country's first National Youth policy was ratified in 2003 and was followed some years later by the National Youth Commission Act of 2009 (Fanthorpe et al, 2011). This should be commended taking into consideration that the country had just starting rebuilding itself from the unfortunate challenge of the civil war that had besieged it.

Based on the foregoing, it is interesting to note that although many countries have national youth policies and other legal framework, achieving youth participation in decision making for positive youth development is still a major challenge that needs to be addressed at a continental level. Overall the literature indicates that while there is a number of laws and policies setting out the promotion and mainstreaming of youth issues and concerns, there remains a lack of clarity throughout the law and policy regarding the mechanisms and processes to be followed and be coordinated in an amicably way. To this end, it is the contention of this paper that participatory governance has been slow to emerge but that there are encouraging signs that it is starting to take root in many areas, an opportunity that young people should be able to take advantage of.

5. WAY FORWARD TO SUCCESSFUL YOUTH PARTICIPATION

There is no doubt that a developing country such as Botswana should take contribution of young people seriously, particularly on decision making processes and empowerment of its young people to be responsible citizens. This is highly recommended taking into consideration that Botswana is a youthful nation, thus to say according to the most recent 2011 population and housing census report, young people constitute about 60% of the total population which is estimated to be at 2.1 million. Given this reality, the critical question is: How can governments make young people to meaningfully participate in the decision making in large numbers? Is the right for youth to participate included in constitution of the country? How can national youth policies and youth development programme interventions produce results and impact positively on the lives of the young people? To arrive at solutions, a radical shift is required. Creative, vigorous and innovative measures are required in order to change the existing state of affairs, especially regarding social and/or political issues. A strengthened, coordinated and effective action is essential to achieve the overall goal of progressive and substantive inclusion of young people in political and decision making processes at all levels. Tarifa et al (2009) notes that among many factors, successful youth participation depends on the participants themselves and their capacities, resources and expectations. Young people have to challenge themselves by being proactive in order for them to be taken seriously when it comes to their participation in making robust decisions that have implications to the running of the economy of the country.

In light of what has been discussed earlier on in this paper, it seems reasonable to suggest that meaningful youth participation needs political and institutional support at each level of policy framework in national decision making progress. It is the contention of this paper that support is best assured if youth participation is seen as an obligation, rather than as a courtesy of respecting the youth. Best (2007) notes that, the cultural change needed for making youth participation an obligation can be encouraged by building alliances with youth networks and civil society organisations, strengthening youth league political parties, and legislators representing young people. This paper argues that before deciding on the best form of youth participation, authorities have to do a thorough ground work. There is a need for the political and institutional support for youth inclusion to be assessed and eventually formulated. Along the same lines, authorities have to be explicitly and implicit on the purpose of including young people in the policy framework when decisions on policies and programmes are formulated.

Furthermore, there is need for a broad consensus in terms of how youth participation should be effectively considered. All relevant stakeholders comprising; government, international partners, political organizations, private sector, community leaders, parents and youth themselves should participate in this process. To institutionalize youth participation, possibly require internal changes in government bodies. Authorities need to pave way to institutionalize youth participation processes in the policy formulation discourse. To achieve what is being proposed here, it is pertinent to consider the following areas for improvement; (i) increased consultation, collaboration and partnership with registered youth organisations, (ii) creation of institutional

structures for effective implementation of youth policies, (iii) clear expectations on the purpose and responsibilities of youth participation, (iv) providing training and support for adult decision makers to help them engage with young people and listen to their views, (v) value the input of young people by taking their views seriously and giving clear feedback on the impact of their contribution, (vi) managing the expectations of young people, by ensuring clear and transparent communication about the limits of their involvement, (vii) setting up systems for reviewing and continuously improving the process of youth participation.

From the foregoing recommendations, it is clear that the challenge of youth participating in decision making lies in changing the philosophical framework orientation of youth participation, design, implementation methodologies and approaches. The proposed approach requires strengthening institutional structures and coordination mechanisms for effective delivery of youth participation in the national development discourse. Youth participation must become a crucial component of local, national and international policies for youth, and should provide the framework for decisions and actions that affect their daily lives. Only then will youth begin to evolve and their commitment to participation would begin to produce results.

CONCLUSION

This paper sought to examine the involvement of youth in decision making and positive youth development. As discussed earlier on in the paper, it is clear that worldwide youth are sporadically involved in the decision making discourse. Thus to say, progress in the area of practical implementation has been slow. Even in countries that have achieved the most, participation remains piecemeal and insufficiently integrated into all areas of young people's lives. Evidence gleaned from official documents, anecdotes and observations suggests that the frequent and widespread failure of the political leadership to act in ways that promote the welfare of young people is well documented. To this end, efforts must be made to listen to youth and engage them in the process of strengthening participatory democracy in the political arena. This paper concludes that any solution should focus on the long term with a view to ensure sustainability. Any attempt to find piece meal approaches to youth participation will not yield any long term results and that would be a recipe for failure. The approach must promote respect for young people as social actors, as agents in their own lives, and as citizens of their own countries.

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ANTECEDENTS AND OUTCOME OF WORK FAMILY CONFLICT AMONG FEMALE EMPLOYEES

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ABSTRACT

The aim of this paper is toinvestigates the relationship between formal organizational support, informal organizational support, family support and work family conflict. Based on previous research, a theoretical framework is developed and hypothesis are formulate. The cross-sectional data has collected from female employees from private banks situated in Lahore, Pakistan. Respondents were selected through non-probability sampling technique (convenience sampling). Data was analyzed using well recognized statistical techniques. Structure Equation Modeling (SEM) is used and results are depicted using AMOS statistical software. Results of this study are tabulated and interpreted.

The findings of this study suggest that informal organizational support, formal organizational support and family support plays no role to resolve the work family conflict among female employees. Findings also revealed that work family conflict has a positive link with turnover intention. The results do suggest that to reduce the turnover intention among female employees the resolution of conflict between work and family need to be considered.

Pakistan is a male dominant society where men are the primary authority figures and women are subordinate. Therefore, the focus of this study is only female employees and highlights the conflicts that they faced to fulfill the role of work and family. Therefore, this study has practical implications to decreases the work family conflict and turnover rate for policy makers; organization and theoretical implication have been discussed. Future research should further examine the other work family interface and focus on longitudinal and comparative study for the better and insightful findings.

Key words: Work family conflict, Formal organizational support, Informal organizational support, Family support, Employees' turnover intention

1. INTRODUCTION

Over the past several decades, due to societal changes in the structures of family and in demographic composition of workforce have major implications for both family and work. It increased the participation of women in the workforce and increasing the number of dual earner that reduced the traditional family household (Ma, Tang, Wang., 2008). Therefore, balancing the work and life is becoming challenge for dual earners (Ward, 2007).

In 1950's mostly single parent, females were allowed to work out of the home (Hall, 1972) and they were achieved lifetime employment from a specific organization. It shows low turnover rat. In late 1950's,someway women were working and many of them experiencingissues between work and family (Hayghe, 1990). In 1990's dual-earners are increasing globally (Thomas &Ganster, 1995). Therefore, women have joining the job environment to achievement the flexibility (Ward, 2007). There is very difficult for female employees to maintain the balance between the job and personal life because of highly burden of the family responsibility (Bird, 2006). Consequently, WFC is known as "a form of inter-role conflict in which the role pressures from the work and family domains are equally incompatible in some respect" (Greenhaus&Beutell., 1985, p.76). However, the thought of WFC is no longer a western miracle anymore because for women handling WFC that becomes tough in a male dominate society like Pakistan where females are likely to handle a huge accountability of family attention. There are a little research, which highlights the conflict between family and work in female employees (Noor &Maad, 2008).

In mostly organization, female employees easily leave job after her marriage (Noor &Maad, 2008).Because, female employees faced conflict between work and family responsibilities. Few of them are continuing their job while having turnover intention in mind. Due to this turnover rate, organization faced additional cost, to replace a trained employee with newly hired (Root, 2011). Thus, this study may help organization to reduce turnover while giving the support to create balance between their personal and professional life. Hence, the purpose of this study is to investigate the relationship between support (formal, informal and social) with WFC as well turnover intention.

Mostly of the research has been conducted on sample taken from Western and developed countries (Spector et al., 2009). Thus, the culture and values (Religion and social factor) of Pakistani society is different from the Western culture. This study may add value in literature regarding the effects of supports in regarding to handle the issues of family and work.

2.1 Literature review and Hypotheses:

George Homans presented social exchange theory (SET) in 1958. He described as "the exchange of activity, tangible or intangible and rewards or cost" between the two persons. This exchange is constructed on the norms of reciprocity. It concerned when an employee receives support from organization and family then in return he/she will do something extra for both family and work. A study Aminahand Zoharah, (2010) shows the SET supports this study.

3. Supports and WFC:

Organizations provide support for employees to create balance among personal and professional life. Organizational support (OS) recognized a major source that helps to create balance between work and family (Behson, 2002). Formal organizational support (FOS) contains on family friendly benefits and schedule flexibility. It is important to reduce the WFC. Clark (2001) shows researchers investigate that FOS was more helpful to create balance by providing the supportive culture. Literature also found that firms offer employees with flexible time and accomplishing the conflict as compare to traditions (Thomas &Ganster, 1995). Supportive organizational culture may provide a comfortable environment for employees. Carlson&Kacmar, (2000) recognized that numerous organizational aspects affect WFC that include flexible hours, family friendly benefits. It also concludes that schedule flexibility positively related to WFC. Meanwhile, this study expects that WFC be increased if employees have low flexible working hours.

Furthermore, FOS also contains family benefits and policies; organization offers benefits like allowances that help them to reduce WFC (Thomas & Ganster, 1995). According to Thompson et al. (2004), organizational family practices are negatively influenced WFC. Another study suggests that benefits to employees assistant low level of WFC. The employees those having such types of benefits from their firms enjoyed greater job satisfaction; good family life and less experience to stress (Thompson et al., 1999). Allen (2001) directs that employee who received family benefits from their organization reported low WFC. Then, this study forecasts that if organizations are not providing benefits to employees then employees faced more WFC and it also increase their attention to quit.

Informal organizational support consists of supervisor support that emphasizes the employee's capability to retain their responsibility between job and personal life. Thomas and Ganster (1995) clear that supervisor support as one "who empathizes with the employee's desire to seek balance between work and family responsibilities" (p. 7). Therefore, supervisor might allow their employees to attend emergency call from home and sometimes may give short leaves alike to pick a child from schools and take elderly parents to a doctor. Supportive supervisor may help the employees to reduce the WFC (Anderson et al., 2002).

Similarly, coworker support also influences the employee's capability to incorporate with work and life. Coworker support refers as coworker willingness to help each other in performing daily task and handle upset situation at workplace (Beehr& McGrath, 1992). Study indicates that coworker support is negatively linked to WFC (Grzywacz& Marks, 2000). A study found that coworker has negative association to work distress and WFC (Frone et al., 1997). Coworker support reduces psychological distress and WFC (Loscocco&Spitze, 1990). Perry Smith (2006) indicates that supportive coworker is willing to provide task and work that helps the employees to reduce WFC. Coworker support helps the employee's behavior related to self-enhancing, reducing psychological wellbeing and WFC (Ibrahim, 2014).

In addition, a study provides empirical indication the family members could support the employees to cope up the demands of work by giving them emotional substance. It consists on reinforcement, understanding and

supportive form their spouse and family (King, Mattimore, King & Adams., 1995). Instrumental assistance indicates that spouse may help in competing home task. As well as family support is main source of support that family member provide exceptional chance to offer emotional and instrumental support to working member (Beehr et al., 2003).

Likewise, spouse support plays vital role to help and understanding the companion situation. Spouse support is defined in two forms emotional and instrumental (King et al., 1995), Emotional support include empathic appreciative and listening, affirmative affection, guidance and concern for wellbeing of the mate. It contains tangible comfort from the partner in terms of household task and childcare. Spouse support is also lowering factor in WFC. Social support reduces WFC directly and strongly related to psychological well-being (Elliott, 2003).

3.1 WFC and Turnover Intention

Turnover at place of work received more courtesy by researchers and considered that it is a problem of increasing expenditure of an organization (Soon et al., 2005). WFC is directly related to turnover intention. Frone et al., (1997) proposed when workloads restrict with family dominions at that time a person contemplates to find a different job and agree to consent the union to reduce WFC. Anderson et al., (2002) illustrated that the WFC is positively associated to turnover intention. It put onward that distinct who faced continuing and ambiguous conflict in the form of work difficulties intervention with personal accomplishments. It is perceived that only explanation of this problematic situation would be exchanging to another association that may enable to create better balance between job and family demands. Employees who faced high level of WFC reported greater intention to quit (Aminah&Zoharah, 2010). Other study shows that WFC have positive relationship with turnover intention (Noor &Maad, 2008). Aminah&Zoharah (2013) pointed out the WFC is strongly connected with turnover intention. The reason could be that when an employee is not managed the balance among family and work hassles then they aspire to sabbatical the organization. It discloses that WFC has positive influence turnover intention. Thus, this study suggested a following hypothesis:

Conceptual framework:

The below figure shows the relationship between different concepts
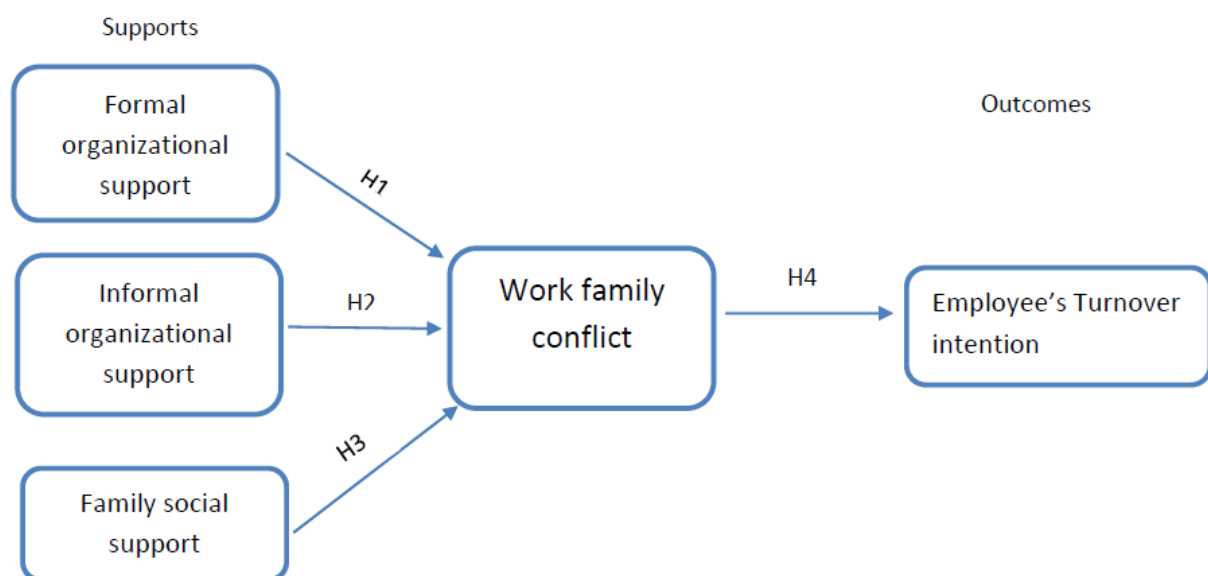
Hypotheses formulation:

H1: Formal organizational support is negatively associated with work family conflict.

H2: Informal organizational support is negatively related to work-family conflict.

H3: Family social support is negatively related to work family conflict.

H4: Work family conflict is positively associated with turnover intention.

4. METHODOLOGY:

To testing the hypothesis, the current study used survey approach. This study randomly distributed 300 self-administration questionnaire and only 180 were complete for quantitative analysis. The questionnaire used different questions including formal organizational support, Informal organizational support, family social support, WFC and Employee's turnover intention Five-point Likert scale is used from 5 to 1, "strongly disagree" to "strongly agree". The sample of this study is private service sectors situated in Lahore, Pakistan. The reason behind to choose the private sector is hectic routine and work. The focus of this study was female employees. For data analysis, AMOA software was used to test the hypothesis and model fit.

Measures:

The survey instruments of this study are divided into five sections (WFC, IOS, FOS, SSand Turnover Intention).

Concepts	Dimensions	Source	Items
Wok family conflict		(Adams et al. 1996)	1-9 items
Formal organizational support	Schedule Flexibility	Bond et al., (1998)	3 items
	Work-family benefits		4 items
Informal organizational support	Supervisor support	Bond et al., (1998)	6 items
	Coworker support	Ducharme& Martin (2000)	5 items
Social support	Emotional sustenance	King et al., (1995)	7 items
	Instrumental assistance		5 items
Turnover intention		(Morrel et al., 2004)	7 items

Result:

Goodness of fit Indices:

For goodness of fit model, we used confirmatory factor analysis model by AMOS in below table. The goodness of fit model was retrieved by seven items that are described the overall fit model. In which seven values are used to assess the CFA that are x^2 statistics divided by df (degree of freedom) and GFI (goodness of fit index). The comparative fit model is measured by NFI (normed fit index), AGFI (adjusted goodness of fit index) and CFI (comparative fit index). Parsimonious fit model is measured by PGFI (parsimonious goodness of fit index). The root means square error of approximation (RMSEA) is also show the good-fit model. These seven common measures (x^2 statistics / df, CFA, GFI, NFI, AGFI, CFI and PGFI) are proposed. As shown the below table, the value of X^2 Test Statistics/df is 1.463 that is below to 3.00, it shows that a good model fit of this thesis (Bagozzi& Yi., 1988) as same as the value of GFI is 0.81 that is close to 0.90 it also shows that model is good fit. In comparative and normed fir index the values are CFI=0.83 and NFI=0.61 that

are also marginally acceptable. According to Browne and Cudeck (1993) the value of RMESA should be less than 0.08 and in this model the value is 0.05. Therefore, the model of this study is good fit according to the data set.

Goodness of fit model

Goodness of fit Measures	X² Test Statistics/df	GFI	AGFI	CFI	NFI	RMSEA	PGFI
Recommended values	< 3.00*	> 0.90*	> 0.80*	> 0.90*	> 0.80**	< 0.08**	0.06 ~ 0.09**
CFA Model	1.463**	0.81*	0.78 = 0.8*	0.83*	0.61*	0.05**	0.70**

Recommended value: *(Bagozzi & Yi, 1988; Browne & Cudeck, 1993) and **(Ryu, et al., 2003)

Hypothesis testing:

To conclude the validity of the path in this study, the statistical significant of all the structural parameter values are determined. Not all the standardized path coefficients of the investigated models have relatively acceptance significance level, only one variable has significant value of 0.003. The result of this analysis shows in below table.

Hypothesis	Path	Path coefficient	Std. Error	Critical Ratio	P-Value	Remarks
H1	FOS → WFC	0.125	0.117	1.065	0.287	Not supported
H2	IOS → WFC	-0.152	0.169	-0.902	0.367	Not supported
H3	FSS → WFC	0.057	0.105	0.543	0.587	Not supported
H4	WFC → ETI	0.359	0.122	2.940	0.003**	Supported

*** Significant at p < 0.001, and ** Significant at p < 0.01 in Ryu, et al., (2003)

5. DISCUSSION

The aim of the current study is to investigate the association between support and WFC, to investigate the association between WFC and outcome (employee's turnover intention) among female employees. Based on results this study shows that the relationship between the formal organizational support and WFC is (B= 0.125 and p>0.01), it indicates that the hypothesis 1 is rejected. As previous studies show that, the formal organizational support is negatively associated with WFC (Anderson et al., 2002, Bond et al., 2003). The reason is the cultural difference between the Pakistani context and western cultural.

As same with informal organizational support (B= -0.152 and p>0.01) is also not associated with WFC. The second hypothesis is rejected. The result of previous studies indicates that informal organizational support reduces the WFC (Carlson & Perrewe,1999; Thompson &Prottas, 2005). The result of this hypothesis is convergent with previous studies. According to Hsiao &Mor Barak (2013) indicate that the supervisor support has no influence on reducing the WFC. The supervisor is more concern with career oriented and advancement and less committed with employees and their work role (Coffey et al., 2009).

Similarly, family social support is not related to WFC (B=0.057 and p>0.01), therefore hypothesis 3 is rejected. As literature shows that family social support helps to reduce the WFC (Elliott, 2003). As Pakistan is collectivism, masculinity and high power distance (Hofstede, 2013). Therefore, in Pakistani culture, the family is high involved in home functions. These involvements are not helps to reduce the work family conflict either they received support from their family

The findings indicates that WFC is positively associated with employees' turnover intention (B= 0.359 and p<0.01). Hence, fourth hypothesis is accepted. Therefore, WFC is clarified as a large amount of alteration in female employees regarding intention to quit the organization. This result is consistent with pervious study

that illustrates WFC directly linked to turnover intention (Aminah&Zoharah,2010; Pasewark&Viator,2006). When employees faced low conflict then their intention to quit may also low.

In practical implications, while employees' turnover intention create a negative impact on the organization performance. Nowadays organizations faced high cost due to turnover. This study shows the turnover intention in female employees and suggests positive steps to improve human resource polices in organizations to overcome the problem. This study has shown that WFC is directly linked to employee's turnover intention due to lack of flexibility and support at workplace. The private sectors are considered as extensive working hours, and works shift at irregular working times. Therefore, female employees faced problems to create balance between family and conflict. This study also suggests that organization should focus on support to reduce the WFC and the nature of support should be same as employees need. It provides suggestion to manager that try to understand the need of female employees and give them support to handle the WFC.

In conclusion, the result shows that WFC indicate an important role in explaining employees' turnover intention among female employees in service sectors. However, support could not explain the WFC. However, the employees are doing struggle to perceive more organizational support and strong family bound to chase a professional career. In this culture, the women involvement is very high in household responsibilities so the family support is not playing an important role to reduce the work family conflict.

Limitation and Future recommendation:

The limitation of this study is that it used convenient sampling technique, which may generate issue of generalizability. Another limitation is cross-sectional study that conducts at one point in time and limited access to collect data from different organization.

Future research should focus on longitudinal research design and comparative study for better inside. In future, the data should gather from different sectors to get better understanding the issues of work family conflict in female employees. In this manner, future research should focus on different approaches to determine the issues amongst work and family.

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"Investing in Youth for a Sustainable Future"

Stream: **Economics and Business**

THE FORTH INDUSTRIAL REVOLUTION - DANGER OR OPPORTUNITY?

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ABSTRACT

Until reaching "The Fourth Industrial Revolution" with the use of state-of-the-art technologies, humanity experienced three big eras starting with developed utilization of steam power, then the invention of electricity; and further advancement by introduction of ICT and automation technologies to factories. Originating its name from the German term "Industrie 4.0", this latest industrial revolution is also named differently as "Digital Enterprise", "Smart Factory" and so on. But this end-to-end digitalization happens not only on factory production level but also for outer market; and more precisely analyzed data from all interconnected devices helps to optimize production process better. Thereby, in one side, pollution and consumption of resources in business and production, and maintenance cost will decrease; in the other side, product quality and customer satisfaction will increase.

Beside all beneficiary sides, the main impeding factor for this revolution from the society and the youth is the increasing risk on loss of jobs. While many new fields and jobs will come up with new industrial revolution, the loss of more amounts of jobs by automation is undeniable reality. In this point, employers have to take responsibility on retraining of their employees to gain them required skills for new positions. At the same time, governments have to think about new educational systems for schools and universities to prepare our next generations more pursuant and adaptable to the new era.

It can be seen that, many of these problems mentioned above occurred when the Industrialization appeared and the revolutions altered each other. Also, some other undesirable changes and drawbacks as degradation of resources, climate change, chronic diseases, inequality, lost and forgotten values and traditions are consequences of industrialization and urbanization. Of course, all of them happened on behalf of better life conditions, progress of societies and economies. Now this Fourth Industrial Revolution will give us a chance to reshape the future of our business, economy and to bring more social profit to our life and eliminate the drawbacks to humanity and our world.

Keywords: Industry 4.0, Industrial Revolutions, Automation, Smart Factory

INTRODUCTION

Digitalization does not sound as a futuristic term in today's world any more. However this conception is not an obstacle for a revolution as "Industry 4.0" occurring in this field. Description to this phenomenon can be given as below:

-Industry 4.0 is a name for the current trend of automation and data exchange in manufacturing technologies. It includes cyber-physical systems, the Internet of things, AI, cloud computing, 3D-printing and cognitive computing.

On the other word, Industry 4.0 is the next advancement level of industry stage and is the evolutionary result of the previous three industrial revolutions, where The First Industrial Revolution was the use of water and steam power in mechanical factories, which is known as beginning of Industrialization (1784). The second come up with the invention of electricity and result in mass production on assembly lines (1854). The following was Digital revolution, which is advanced by introduction of ICT and Automation technologies to factories (1970).

For this reason, distinguishing characteristics of tree previous industrial revolutions and development of manufacturing systems in this evolutionary movement are given in the paper, before giving the definition to

its technological features. Then advanced technological innovations of Industry 4.0 are explained which bring The Second Machine Age. Erik Brynjolfsson and Andrew McAfee of MIT outlined what they call the dawn of the Second Machine Age (2MA), which classifies a shift to the automation of knowledge. The first machine age was about the automation of manual labor and physical strength. In the 2MA, the technological progress in digital hardware, software, and networks is about the automation of knowledge (Gleason, 2018). Afterwards, impact of automation and other apllications to our every-day life, economy, society, environment is discussed.

1. CHRONICLES OF THE INDUSTRIAL REVOLUTIONS

The First Industrial Revolution

Before industrial revolutions, most of the works were being done by hand in workshops by craftsmen. This kind of production was requiring a lot of time and money for each item, while they were unique and distinguished.

Increasing population of big cities increased demand for goods, fostered invention and development of new machines such as steam- and water-powered machines, which doubled productivity by many times by enabling the use of other energy sources (for example, fossil fuel) addition to human and animal one. Great Britain pioneered this process in 1760, known as The First Industrial Revolution or Mechanization. This process expanded to different countries (mainly Western European, USA and later Japan) over a period of a century, resulting in shift from agrarian economy to industrial economy and birth of many new fields of manufacturing.

While reducing time, physical human labor and danger on production compared to the preindustrial era, machinery of this revolution had many limitations as big size, complexity, high prize and difficulty to supply power sources in the terms of location and transport. Further development of machines and introduction of electricity in manufacturing addressed these issues by giving the way to The Second Industrial Revolution.

The Second Industrial Revolution

As mentioned above, The Second Industrial Revolution started with introduction of electricity and assembly line (flow shop production layout) in manufacturing systems. In this period, economy changed to its new form - economy of scale by mass production in factories. Mass production, or the American system of production, began with the introduction of the Henry Ford moving assembly line at Highland Park near Detroit, Michigan and reached its peak after the end of the World War II when demands for products were very high (Hu, 2013).

Car manufacturing with production lines was designed based on the series of different process requirements, and factories in chemical industry were designed based on the continuous flow of materials (Hayes et al., 1984). Production line or assembly line was a new layout form of manufacturing systems that was joining different subcomponents and parts of production flow. This division of the parts and subcomponents led to specialization of workers on certain repetitive task of their responsibility, therefore this resulted in greater productivity with shorter process time and lower costs.

Although high amount of goods was very efficient and effective for productivity, product variety in this dedicated manufacturing was very low than ever. Difficulty for integration to market or even impossibility of new product introduction was another reason to think about a new conception for manufacturing and industry.

The Third Industrial Revolution

This Revolution happened when the world entered to Machine Age. Electronics, Internet, computers and other information technologies was this age's inventions triggered Industry 3.0[1]. Digital automation of production started with the introduction of PLCs[2] and spread all kinds of industry. With the help of PLCs, optimization of the processes in the factory became easier; and production became just-in-time with higher quality. Computer integrated and computer aided manufacturing progressively increased safety of employees, collaboration with customers and integrity of control functions to management level which means better

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[1] The Third Industrial Revolution
[2] Programmable Logic Controller

flexibility to changes in volume and variety of market demand compared to mass production of former manufacturing system. Continuously operation cost decreased and functionality reached its current level. Tools of Industry 3.0, all these technologies, increased demand for high skilled workers and made STEM[3] education more popular.

All of them started transformation from labor-based economy to knowledge-based economy, which decreased importance and need for workers who are doing mainly repetitive tasks on production line of mass production factories. On one side, it is very cost-effective process, to alter expensive human labour to cheaper machine task. On the other side, this trend brings many social problems and difficulties for many countries unemployment, lack of suitable education system, etc.

Though Industry 4.0 seems to have similar challenges in the beginning phase, it is expected to address them by initiating new social innovations and human-centered technological advancements.

THE FORTH INDUSTRIAL REVOLUTION FROM DIFFERENT ASPECTS

The Fourth Industrial Revolution refers to the development, deployment, and exploitation of holistic smart systems that integrate technology, humanity, and biology so that they can deal with old and new socio-economic and environmental challenges, taking into account the specific characteristics of the context at the hand. The manifestations of this combination define the technology landscape of the Fourth Industrial Revolution, including the following key dimensions: connectivity; big data; automatization; intelligent agents, robotics; machine learning; artificial intelligence; block chains; sensors; virtuality; 3D printing; and augmented reality. Independent from the adopted ontology and terminology, the Fourth Industrial Revolution represents a paradigm shift with a new wave of innovations characterized by the digitization of business, society, and our lives. These innovations will increasingly transform how organizations and institutions do businesses, operate their productions, affect society, and make their ecological footprint as well as how people live their lives. (Lee, 2018)

1.1 Technological aspect

1.1.1   Digital transformation – Smart Factory

Digitalization and Smart Factory is the founding element of Industry 4.0. This digitalization movement takes its beginning with the automation of lower level production and product design, and complete on digitalized services by adding all middle steps as production engineering, production planning and production execution. This holistic approach to digitalization of the businesses results in Digital (or Virtual) Twin of factory. Comparing to preceding control and simulation technologies, digital twin is a further level of digital transformation that each element of the factory is involved, which enables simulation and test of the factory itself as a product. As the result, engineers can execute fail-safe experiments for optimization and increasing productivity, at the same time with (or even before execution) production without time loss and brake.

The monitoring of actual processes and machinery takes place in the physical world and returning sensor data, will then be linked to virtual models or models created via simulation. Process engineers and designers can then customize, alter, and test changes or upgrades in complete isolation, without affecting the physical processes they have virtualized. With the help of this "virtual twin", we reduce time and risk while developing and testing the product and production process.

Digital transformation enables all layers of manufacturing processes from shop-floor technological processes to organisational processes, such as supply chain, logistics, material usage, and product lifecycle management, to integrate in an overall platform.
As this integration happens both horizontally (between modules of technical production) and vertically (over organizational layers of enterprise), any type of business regardless to its size, being small-sized enterprise or conglomerate, achieves more flexibility on decision-making to adapt rapid changes and to alter production to address a customer's preference in the production design.

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[3] Science, Technology, Engineering, Math

1.1.2   CPS with Industrial IoT

The vision of this smart factory, which is the core of Industry 4.0, requires a smart network of production facilities and machinery that called Industrial Internet of Things (IIoT). Once The Internet was invented, it was a new way of sharing information between people. Quick development and increasing number of smart mobile technologies that able to connect to The Internet and to collect data from one another, which is processed by many applications we use in our everyday life to gain information, formed IoT. In Smart Factory, technological modules of industrial processes gain this ability to connect and communicate between each other they are all together constitute Industrial IoT. These modules are Cyber-Physical Systems.

Cyber-physical systems (CPS) (i.e. mechatronic devices with wireless connectivity) communicate and coordinate with each other through IoT in order to manufacture customised products (Hermann, 2016) Computing and communication capabilities will soon be embedded in all types of objects and structures in the physical environment (Rajkumar et al., 2010). Applications with enormous societal impact and economic benefit will be created by harnessing these capabilities across both space and time. Such systems that bridge the cyber-world of computing and communications with the physical world are referred to as cyber-physical systems and interact with the physical world, and must operate dependably, safely, securely, and efficiently and in real-time (Rajkumar et al., 2010).

CPSs have embedded sensors and the strict serial line is no longer fixed, it becomes flexible; CPSs can communicate with one another over wireless radio links, which enables one CPS to take over the task of a failed CPS. This ability for CPS to self-diagnose and check the status of the production line and then take appropriate collaborative action provides for improved availability and resilience (Alasdair, 2016).

The design principles of Smart Factory given by Lucke et al. (2008), which show how CPS meet requirements emerging from these principles, are as followings:

• Interoperability: CPS, persons and companies are connected through communications networks.
• Decentralisation: CPS is capable of taking autonomous decisions.
• Modularity: CPS is designed to be modular with plug and play characteristics.
• Real time: Monitoring of factory conditions and resources data.
• Virtualisation: Factory and resources data are updated in a virtual model for monitoring and model simulation purposes.
• Service oriented: CPS, persons and companies offer their services through the Internet of services (IoS) – in a similar way to cloud manufacturing.

AI in analysis

The rapid increase over the last decade in data volumes, cloud storage, ubiquitous network connectivity has enabled analysis of operational data that was previously impossible. Industries find themselves facing the prospect having to use new data in their manufacturing operations. Development of the field of Artificial Intelligence (AI) makes possible the use of this data for optimization of production process to enhance product and service quality, and decrease energy consumption with higher efficiencies. Furthermore, analysis on the all parts of value chain and product market allows real-time decision-making for flexible manufacturing to fluctuating marketplace which is crucial for existence of any producer.

MES to Smart ERP

As CPS interfaces with one another directly, they do not require a MES system so that removes another potential point of failure. It is very important, because any failure in MES can block the whole production line. More importantly, removing the MES mitigates the issues with interface mismatching and reconfiguration, which was a major pain point with the previous topology.

With the MES becoming redundant to our smart design, the ERP system now becomes a smart ERP (SERP), and it communicates directly with the CPSs to control the production of products, to learn the real-time status the whole production system from sensor data. As the result SERP connects production line in the factory with the entire value chain.

Augmented Reality with RFID

This is a new form of human-machine, machine-machine, and machine-product interactions. The miniaturization of RFID tags enables products to be intelligent and to know what they are, when they were manufactured, and crucially, what their current status is and the steps required reaching their desired state. By doing so, machines can load the correct parts and programs to handle each component dependent on their configuration. A simplistic example of this can be from food industry as jam production line. If we want to produce different types of jams in one production line at the same time, we use RFID tag embedded on the bottle to be identified by machines automatically and processed further in accordance with its type. This enables customization of products during manufacturing, which can lead to profitable production of even lot sizes of one.

As RFID tags are not fragile, can be read independently from the speed and the distance of the product (very good compared to NFC[4]), it is a perfect application for Smart Factory.

Businesses are increasingly looking to reduce the maintenance and training overheads associated with production, marketing, and after-sales support. Operator can easily change the configuration and settings of the system with the help of this technology in absence of expert-assistance. Manufacturers are turning to augmented-reality-based systems to enhance their maintenance procedures while lowering the costs of having experts on site.

1.1.3   Additive Manufacturing

At the same time with technologies as Digital (or Virtual) Twin, Augmented Reality, Additive manufacturing technology of smart factory will eliminate the border between real and virtual world. 3D printing technology is the way of transfer digital data to a physical object. This technology makes design process easier and reduces time while enabling quick prototyping and proof of concept design for manufacturers, and even for customers in the terms of small batch production of customized productions.

1.2   Environmental aspect

The first three industrial revolutions led to many of our current environmental problems as unsafe levels of air pollution for 92% of the world's population, climate change, the depletion of fishing stocks, toxins in rivers and soils, overflowing levels of waste on land and in the ocean, and deforestation can all be traced to industrialization (Herweijeret al., 2018).

Although each new industrial revolution has risen with the purpose of solving destructive effects of the previous one, some of these problems still remain as global risk. Electrification of industries after The Second Industrial Revolution decreased extensive use of water resources to some extent, and was helpful to abate air and water pollution compared to former types of factories. Application of new technologies over the last decades, introduction of automation increased efficiency and better optimized production processes, consequently resulted in less consumption of resources and less pollution to environment. However, that is not yet enough to cure all damages caused to our ecosystem and prevent their consequences, as environmental pollution, global warming and climate change.

All these devastating changes require a fast action be taken to diminish them and their negative results. Industry 4.0 not only drives productivity to a new level, but also increases efficiency and effectiveness on use of energy and natural resource, which brings new opportunities for sustainable environmental protection. An example to this can be The SEWC[5] plant, which recently received LEED[6] certification at the gold level. Compared with similar buildings, the plant uses about 2,500 metric tons less water, discharges about 820 metric tons less CO_2, and saves about €116,000 in energy costs each year thanks to smart building technology. The plant is the first in Chengdu to receive LEED Gold certification.

Another significant character of Industry 4.0 is to realize transition to cycling and customer-oriented economy,

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[4] Near Frequency Contact
[5] The Siemens Electronic Works Chengdu – new smart production center of Siemens in China
[6] Leadership in Energy & Environmental Design

which lead to less industrial and household waste, and conservation of resources. Transformation from mass production to customized production can change consumer philosophy and eliminate mass consumption which is the one of main causes for our ecological problems.

Social and Economic aspect

The most motivating think about Industry 4.0 is its profound advantages such as increased competitiveness of business and productivity, higher revenue, better employment opportunities, enhanced human and IT resources management, delivery of diverse customer services. But developed countries such as US and Western European member states will benefit more from these advantages.

Reversed flow of FDI[7] is going to be one of the important challenges for developing countries. Furthermore, manufacturers in high-wage countries that for many years found it cost effective to outsource the manufacturing to China, India, Brazil, Russia, or to Eastern European countries will now be able to take a different approach and it will mitigate the low wage advantage of competitors. South American, Asian, and East European nations will find that they too will need to embrace the fourth industrial revolution as their economies, which are built on the back of industry 3.0 practices will no longer sustainable, when the low wage advantage is removed from the equation.

Additional challenges for developing economies might be a widening technology and knowledge gap, its implications on skills, rising inequalities, and gender equality. Often, developing countries have missed earlier technology waves, resulting in large GDP[8] and productivity gaps and therefore wide differentials in terms of welfare; failing to take advantage of Industry 4.0 risks accentuating such gaps further.

To enable developing countries to respond to the challenges of Industry 4.0, the international community has to take collective actions and pursue new innovative partnership approaches for delivering and strengthening its portfolio of services to address market failures related to the uptake of new technologies and business models (UNIDO, 2016)

The report by Mckinsey Global Institute, named "Harnessing Automation for a Future that Works", used data from 54 countries which covered 78% of the global labour market to calculate the likelihood of automation. The data shows that 50% of current jobs in agriculture, forestry, fishing, and hunting, representing 328.9 million employees, are potentially automatable. For manufacturing, 64% of current jobs are automatable, representing 237.4 million current employees. For retail trade, 54% of current jobs, representing some 187.4 million current employees are automatable. If we check this numbers from different nations perspective, can see the similar considerably large numbers. For China 395.3 million employees are in potentially automatable jobs, making up 51% of the labour force. In India, 235.1 million employees are working in automatable jobs. And in the United States 60.6 million, or 46% of the workforce, are currently in automatable jobs. Not all these jobs will go away, but all of them will be changed. As has been noted many times now, this is not just about unskilled labour. This is a story of all pattern based and routine work being replaced. Lawyers, radiologists, architects, and accountants will all see significant changes to how they work and in some areas a much smaller demand for human labour.

For better insight to this trend, we can take a real-life example. In spite of its highly automated processes, EWA [9] nevertheless relies on people for the development and design of products, production planning, and the handling of unexpected incidents. That is not likely to change in the near future, and despite Amberg being a model of smart factory technology, it is a long way off being a lights-off production centre as around 300 people work per shift, and EWA has a total of about 1,100 employees.

According to the WEF "Future of Jobs" report, the top ten skills that will be needed in order of priority by employers by 2020 are: complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility. The skills are soft skills which are impossible to be automated by AI.

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[7] Foreign direct investment is an investment made by a firm or individual in one country into business interests located in another country.
[8] Gross Domestic Product (GDP) is a monetary measure of the market value of all the final goods and services produced in a period of time, often annually or quarterly.
[9] Electronics Works Amberg - The Factory of Automation Systems of Siemens in Amberg, Germany

Hard skills for physical work and even repetitive knowledge tasks have potential to be taken by smart technologies.

These innovations force education system to change rapidly, which is more suitable for demands of former industry revolutions. For being responsive to the automation of knowledge and production, especially higher education institutions have to take a collaborative action together with industry and government. More individualized and problem-based learning can be a better form for universities. Lifelong learning and up-skilling have to be responsibility of each individual to meet the requirements of ever-changing world.

While earlier industrial revolutions have prioritized some of the raw materials needed to fuel their factories or cities—placing a premium on capital based in physical resources such as land, water power, coal, oil and wood—the 4IR will place a premium on intellectual capital and in capacity for collective thought. Taken together, these new forms of 4IR education will prepare both students and faculty for leadership roles in a world of rapidly accelerating change, with a curriculum that develops both technical mastery and a deep awareness of ethical responsibility toward the human condition (Gleason, 2018).

CONCLUSION

This paper aimed to present a holistic approach to the topic Industry 4.0 by giving some details of its technological features, historical evolutionary process from Industry 1.0 with socio-economical and technical inadequacy of the previous revolutions causing this evolution and other contributing factors.
The specific features of Forth Industrial Revolution are highlighted by outlining current challenges and requirements we face; and many opportunities offered, such as improve performance and productivity of production, by reducing errors and waste, increasing speed and quality and promoting circular model of economy proposed a new way of consumption which is crucial factor to mitigate environmental problems.

Beside all beneficiary sides, Industry 4.0 has some challenges that both companies and governments meet while they implementing. These difficulties slow down the transition process. The survey in 2015 by McKinsey&Company, global management and consulting company, shows that, only 48 percent of surveyed 300 manufacturing leaders consider themselves ready for Industry 4.0. Seventy-eight percent of suppliers say they are prepared (Cornelious, 2015). Latest research from Siemens Financial Services (SFS) attempts to uncover the pathway to success and identifies these challenges to digital transformation. These are followings: digital skills of employees, access to finance for the scale of investment, creating a culture of collaboration, data and cyber security, comprehensive access to proof points, specialized strategic management and planning capabilities. There are also different international concepts for Industry 4.0 that cause some of these challenges. It is needed to uniform standards beyond specific economic areas and national boundaries. Another impeding factor from the society is the increasing risk on loss of jobs. While many new fields and jobs will come up with new industrial revolution, the loss of more amounts of jobs by automation is undeniable reality. However, from another point of view, many of those jobs taken by machines were mindless tasks that workers were enduring for making living. In this point, employers can take responsibility on training and re-education of their employees to gain them required skills for new positions. All this notion show that actions have to be taken globally with joining new technological innovations to social innovations for taking advantage of Industry 4.0 and making it sustainable to solve our social, economic and environmental problems.

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VIRTUAL CURRENCIES: FUTURE OF MONEY?

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ABSTRACT

The purpose of this paper is evaluating the importance of virtual currencies as well as interpreting regulations towards money laundering and other illicit activities. The concept of virtual currency has been come to light by Satoshi Nakamoto – founder of Bitcoin- in 2008. For a few years this field is in interest of only some professionals. As the turnover of virtual currencies reached hundreds of billions of dollars in the recent years and they are used as both medium of exchange and investment instrument, prominent number of academic papers have been devoted to analyze the economic, technological and legal aspects of this innovation.

Virtual currencies eliminate the intermediary financial institutions by using peer-to-peer technology, this in turn reduces the transaction costs and causes governments to lose control on the monetary system. Since the monetary policy instruments are of the main economic means for goverments to intervene and take measures consistent withcircumstances, according to many experts, development of cryptocurrencies challanges the policymakers. The underlying technology of virtual currencies is Blockchain. Even the strongest critics of cryptocurrencies accepts the prominence and benefits of this technology. Although recent tighter regulations of goverments resulted in price drop and loss of confidence in the new form of money, virtual currencies remain the most debated topic in the finance world.

In the first part of this academic work we will discuss the features, working principles, underlying technology of virtual currencies, provide insights about valuation and determination of exchange rates. On the other hand similarities and differences with the fiat currencies will be underlined. In the second part we will evaluate recent and forthcoming regulations, their effect, positive and negative consequences. In conclusion we will offer our remarks about potential regulations which we deem, will be beneficial for financial system without undermining the governments role and virtual currencies.

Key words: Cryptocurrencies, Bitcoin, Money laundering, Mining

INTRODUCTION

Virtual currencies have gained enormous ground as a result of mass media coverage and boom in the price. The centuries-long fiat money concept is challenged by the crypto money that stress the importance of secrecy and privacy. Since there is no "middle man" with ultimate authority transactions take place in quasi anonymous terms. In the traditional financial structure money is issued by the central banks and government institutions have a duty to maintain price stability and purchasing power of money. In the cryptocurrencies there are miners who produce new money. Mining processes requires huge computational power which in turn take significant amount of electricity and high capacity processors. Bitcoin is the most prominent virtual currencies but there are tenss of others as well. We can count Etherium, Litecoin, XRP, Bitcoin Cash and others as examples.

In 2008, someone under the pseudonym "Satoshi Nakamoto" developed a cryptographic mailing list software application and released the source code for that application under an open-source license. Bitcoin is a peer-to-peer(P2P) version of electronic cash, according to Nakamoto, that would allow online payments to be sent directly from one party to another without going through a financial intermediary, eliminating the double spending for transfer fee. Virtual money was not a new concept, but there had been always a need for reliable third party to process, validate and keep records of the financial transactions. With the advent of Bitcoin transactions could take place directly between the parties involved. Each transaction is verified by multiple nodes on the network which recorded the transaction on a public distributed ledger called a blockchain.

As shown on the table the most prominent virtual currency – Bitcoin had reached its peak in 17th December 2017 with touching 19,783$. Other cryptocurrencies followed the same path with Bitcoin. After sharp increase in price governments around the globe started applying regulations or announcing intentions about the measures the novel money begin to drop significantly.
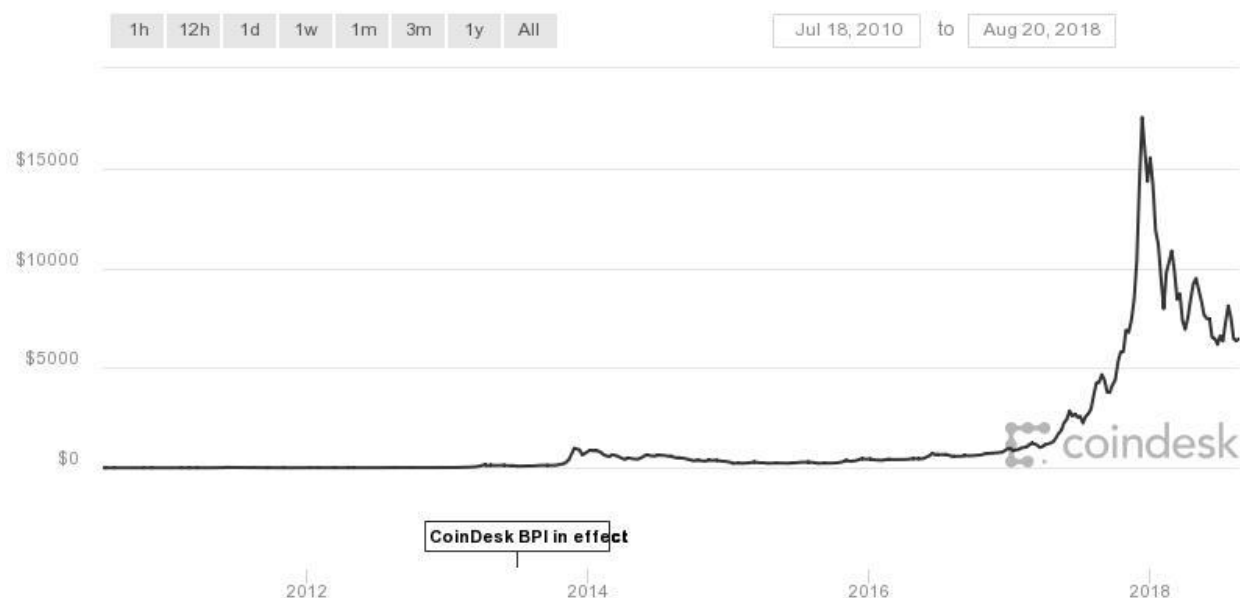
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1. MAIN FEATURES OF CRYPTOCURRENCIES

Although there are main similarities between fiat and crypto currencies, some fundamental differences are worth noting. First of all; the decentralized nature of latter form a cornerstone when it comes to distinctness. Another important characteristic is limited supply. In the conventional monetary system money supply is controlled by central banks. Therefore regulatory bodies use the money supply as a mean of monetary policy. At the end of this, people who hold the fiat currency bear the consequences. But in case of Bitcoin there will be maximum 21 million at the supply side and this in turn will result in value increase as the demand gets higher.

Despite the facts that cryptocurrencies are of the hot topics in the finance and economics world, the basis of valuation still holds unanswered questions. Critics assert that price increases are generally caused by speculations and media coverage and has little to do with fundamental features of the virtual money. For this reason what we observe at the price chart is the bubble. In recent times sharp rise and dramatic drop of the cryptocurrencies value bolster their positions. But it is reasonable to note that such price movements may be encountered in many novel financial assets and is not enough on its own to underestimate the importance of virtual money. As noted before there is limited supply, when demand increases, so does the value. On the other hand some important players in the market started to accept Bitcoin and other crypto currencies as a medium of exchange, this in turn has a positive impact on the price. It is worth stating that we are currently far from widely use of virtual currencies as a way of payment because of price flactuations. For that reason they lacks to compete with flagship currencies. Experts both from technology and finance sphere appreciate the significance of the underlying technology – Blockchain, many central and private banks has formed the work groups for researching and adopting this technology to their systems.

The blockchain technology was initially developed for payment services. Supporters of virtual currencies continuously state that presence of the intermediary bodies causes additional costs, delays and unnecessary regulations which is intervention to the privacy. Cryptocurrencies are digitally encrypted sequences of numbers. In the conventional financial system transactions are processed and approved by intermediary organizations. As a result financial institutions and goverments have the control over money circulation. Unlike the prevailing system, transactions are verified by the peer-to-peer network in the novel form and this has some significant effects.

Blockchain require multiple parties and a shared infrastructure. The first requirement is a network. The Internet is a suitable network, although depending upon the application, something as small as a local network is also admissible. Next, three or more parties each need to have a device that is connected to the network, and those devices must be running software derived from the aforementioned open source software application. After the applications are running and can communicate with each other over the network, transactions can take place and be recorded. It is the peer-to-peer character of the blockchain that distinguishes it from centralized

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ledgers used by financial organizations. The distinction that makes blockchain technology so beneficial is that It represents an innovation in information registration and distribution. Much of the value of the blockchain is that it is a large network where validators, reach a consensus that they witnessed the same thing at the same time. For this purpose they use mathematical verification.[11]

The security issues relating to the blockchain is maintained by a chain of cryptographic puzzles, solved by a loosely-organized network of participants called *miners*. Each miner that achieved to solve a cryptopuzzle is allowed to record a set of transactions, and to get a reward in Bitcoins. Their reward is partly comes from newly minted bitcoins and partly from mining fees collected from all of the transactions embedded in their blocks. The rate of minting is currently 12.5 bitcoins per block. This amount is halved approximately every four years. As this amount decreases, Bitcoin starts to rest more and more on transaction commissions to pay the miners for their effort and investment. The more *mining power* (resources) a miner applies, the better are its chances to solve the puzzle first. This incentive-compatible structure renders miners to devote their resources to the system, and is important to the decentralized nature of the currency. Howewer, evidence shows that Bitcoin miners act strategically. Especially, because rewards are distributed at infrequent, random intervals, miners form *mining pools* in order to decrease the variance of their income rate. Because mining consumes huge amount of electricity and if you do not succeed to get the reward then you encounter a financial loss. Within such pools, all members contribute to the solution of each cryptopuzzle, and share the rewards proportionally to their contributions. To the best of our knowledge, such pools have been benign and followed the protocol so far. Any miner may add a valid block to the chain by simply publishing it over an overlay network to all other miners. The speed at which bitcoins are mined is measured in hashes per second. The servers used in mining collect recent bitcoin transactions into "blocks," then work to solve cryptographic problems to help validate each block, making sure the ledger entries are accurate. Solving these problems requires heavy-duty computational power operating for long periods of time. The greater computational power a miner has, the greater the portion of compensation—this is the overarching driver for why individuals and corporations are building megawatt bitcoin mining data centers, either to be used by themselves or for paying customers who then have access to mining servers without having to make major capital investments in information technology and facilities.

The decentralized nature of blockchain protects the system from the attackers and ransom ware. In fact, as long as the attacker has less computational power than the entire Bitcoin network put together, blocks and transactions in the blockchain become increasingly harder to replace as the chain above them grows. For that reasonm, the key aspect of the Bitcoin protocol is its decentralization: no single entity has a priori more authority or control over the system than others. This promotes both the resilience of the system, which does not have a single anchor of trust or single point of failure, and competition among the different participants for mining fees. To maintain this decentralization, it is important that mining activity in Bitcoin be done by many small entities and that no single miner significantly outweigh the others. Ideally, the rewards that are given to miners should reflect the amount of effort they put in: a miner who contributes an α-fraction of the computational resources should create an α-fraction of the blocks on average, and as a consequence extract a proportional α-fraction of all allocated fees and block rewards. In practice, some participants can benefit disproportionately from mining, for several different reasons. An unbalanced reward allocation of this sort creates a bias in favor of larger miners with more computational power, making them more profitable than their smaller counterparts and creating a constant economic undercurrent toward the centralization of the system. Even slight advantages can endanger the system, as the miner can use additional returns to purchase more and more computational power, raising the difficulty of mining as the miner grows and pushing the other smaller (and, hence, less profitable) miners out of the game. The resulting winner-takes-all dynamic inevitably leads to centralization within the system, which is then at the mercy of the prevailing miner, and no security properties can be guaranteed.

2. ILLEGAL ACTIVITIES AND REGULATIONS

Cryptocurrencies pose important risks due to their important features. As the system includes certain privacy for transactions, some illicit activities become more frequent under the least regulated money transfer system. Crypto money transactions occur in anonymous and rapid fashion which makes them suitable for financing the terrorism, drug and gun business, capital flight and money laundering. There are also growing concerns among some experts that volatile structure of cryptocurrencies can cause unstability in the monetary system which in turn may undermine the global finance system and end up significant crisis. But The Financial

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[11]https://www.coindesk.com/information/how-does-blockchain-technology-work/

Stability Board, a global watchdog that runs financial regulation for G-20 economies, took a cautious tone in responding to calls from some countries to crack down on digital currencies at G-20 meeting held in Buenos Aires. "The FSB's initial assessment is that crypto-assets do not pose risks to global financial stability at this time," board Chairman Mark Carney said in a letter on March 18. Carney, who is also governor of the Bank of England, pointed to the small size relative of the asset class compared with the entire financial syste. "Even at their recent peak, their combined global market value was less than 1 percent of global GDP," he said.[12]

Although there is no central regulatory body or concensus among countries about the measures to be taken, some governments take a step individually. However, as technology always develops more quickly than legislation, comprehensive regulatory action has yet to catch up with the current state of practice.[13]

The ECB (2012) report warns of the potential risk that criminals, fraudsters, and money launderers could use Bitcoin to perform illegal activities. Most governments in the world impose some restrictions on Bitcoin. For example, China announced on December 5, 2013 that bitcoin transactions were prohibited for financial institutions and payment companies, while individuals could still trade bitcoins. A few countries enforced full prohibition of Bitcoin. For example, Iceland banned bitcoin transactions because of the capital controls put in place in 2008 to stop money flight on the króna.

Last set of regulations issued by most government after the price for cryptocurrencies skyrocketed. Japan- the biggest market for this money made the exchange legal. Exchanges must get license from Japanese Financial Services Agency. In Europe some countries expressed intentions about creating the government backed cryptocurrency, but this idea faced strong criticism by EU management. The President of ECB Mario Draghi stated that "No country can introduce its own currency."

In February the People's Bank of China (PBOC) which is the central regulatory authority that regulates financial institutions and drafts the monetary policy of the country, issued a statement that "it would block access to all domestic and foreign cryptocurrency exchanges.

Earlier this year Banc of America, Citigroup, JP Morgan Chase issued the statement that they halted the credit card using for buying cryptocurrencies.

CONCLUSION

To sum up, cryptocurrencies introduce new form of money that differs generally from the fiat currencies. Technological infrastructure of them is robust enough to embrace the innovation. But there are significant drawbacks that compel goverments and regulatory bodies to think twice. If cryptocurrencies is widely accepted as a medium of exchange, how economic and financial crisis will be dealt with in the absence of main monetary policy tool – currencies that backed by central banks? On the other hand, how to solve problems related to the illegal activities? Under the light of these questions we can say that at this point no government is willing to lose one of the most powerful tools it possesses. But they understand that blockchain technology is worth investigating and using conventional financial system for development. Also there are some other questions that cannot be answered without experiencing. At its peak cryptocurrencies constituted only 1% of total capital, therefore it is unknown that what will be the effect if this figure is 20 or 50%. Under this conditions in my opinion cryptocurrencies will continue to be investment vehicle at least a few years rather than widespread medium of exchange.

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EDUCATIONAL MOBILITY IN THE MIDDLE-INCOME COUNTRIES OF EUROPEAN & CENTRAL ASIAN REGION: BRAIN DRAIN VS. BRAIN GAIN

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ABSTRACT

In 2015, UN adopted a new sustainable development agenda. There are 17 particular goals and goal #4 is "Quality education", to ensure inclusive and quality education for all and promote lifelong learning. All countries are solidary in recognizing universal, quality and diverse education not only as a way that positively changes the life of the particular individual, but also as a means of ensuring sustainable growth and development economically, socially, politically and culturally on a planetary scale. Consequently, the development of education is especially important for countries in transition, for regions that have not yet reached the position, which in a given time is characterized as advanced, first of all in economics, as high income status usually entails the high quality education system and good social live conditions, and, certainly, they are interdependent. This paper deals with these transition countries in Eurasian region, so-called middle-income countries. In seven small parts of this research, the first of which is the introduction, and the last is the conclusion, were consistently examined the concepts such as a middle-income trap, an educational mobility, a brain drain, a brain gain. This study also explores the current situation in the developing countries of region Europe and Central Asia with exclusion of high income countries, since, taking into account the theme of this work, such countries can only act as benchmarks. Thus, here was briefly analyzed the situation in Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Georgia, Kazakhstan, Kosovo, Kyrgyz Republic, Macedonia, FYR, Moldova, Montenegro, Romania, Russian Federation, Serbia, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan, and the examples of Georgia and Ukraine were analyzed in more detail, since according to the results of the study they are the middle-income countries which entered the middle-income trap. To the data of big statistics given here, information obtained from my research interviews and experts' opinions, which they have articulated to media, has been added. Thanks to this, the paper managed to combine quantitative findings that help to assess the situation "from above" and qualitative findings that help to assess the situation "from below". Through this study, educational mobility is revealed as an integral part of modern life, designed to provide including greater mobility of people that can be tactically and/or strategically beneficial to their home middle-income countries.

Keywords: educational mobility; middle-income trap; brain drain; brain gain

INTRODUCTION

On September 25th 2015, United Nations members adopted a wide set of goals with purpose to protect the planet, fight the poverty and ensure prosperity for all as a new sustainable development agenda. There are 17 particular goals and each goal has specific targets to be achieved over the next fifteen years. Goal #4 is "Quality education", to ensure inclusive and quality education for all and promote lifelong learning.
It emphasizes that obtaining a quality education is the foundation to improving people's lives and sustainable development. According to United Nations vision by 2030 must be ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university and guarantee that all learners get the knowledge and skills needed to promote sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace, global citizenship and appreciation of cultural diversity (United Nations, n.d.).

Experts of the World Bank also put education at the forefront. Annually the World Bank's World Development Report takes on a topic of central importance to global development, and the 2018 Report "Learning to Realize Education's Promise" is the first ever dedicated entirely to education. According to this report education has long been essential for human welfare, but it is even more critical in the current times of swift economic change (World Bank, 2018, p. xi).

Thus, it is clear that all countries and peoples are solidary in recognizing universal, quality and diverse education not only as a way that positively changes the life of the particular individual, but also as a means of ensuring sustainable growth and development economically, socially, politically and culturally on a planetary

scale. Consequently, the development of education is especially important for countries in transition, for regions that have not yet reached the position, which is in a given time characterized as stably advanced, first of all in economics, as high income status usually entails the high quality education system and good social live conditions, and, certainly, they are interdependent.

The literature finds at least four fundamental ingredients for development and long-run growth, which are especially relevant to countries in transition. There are strong macroeconomic stabilization policies, strong institutions and rule of law, open and competitive markets and, what is particularly important for my research question; it is investment in education and human capital development (Larson et al., 2016, pp. 3-4).

Respectively, the issues of education are important for each country, but for countries in transition this is especially substantive topic, which should be taken under consideration necessary, if a society and a state are determined to include education in the agenda, as it is one of the most significant component of comprehensive development. Therefore it is particularly meaningful to explore the topic in all its enormity and diversity. In this paper I would like to focus on such an aspect as educational mobility in the middle-income country of Eurasian region.

Depending on which aspect of social and political life is considered, the fall of the so-called iron curtain, which separated the different parts of Europe and Asia from each other, occurred approximately 25-30 years ago. During this time, a whole generation has been born and reached maturity, information flows and communication opportunities have become truly global due to the Internet, displacement within large geographical agglomerations, such as the European Union, has become barrier-free, and the cost of movement is also systematically reduced. These and other processes taking place right before our eyes simplify any changes and, clearly, increase any mobility, including mobility of university and school students and any other learners. Challenges of educational mobility, in turn, cause brain drain challenges and questions about the gain of human capital. Thus, I would like to divide this complex question into several layers, discuss each of them separately, and then perform the synthesis by connecting them again.

1. THE MIDDLE-INCOME TRAP AS A PROBABLE ISSUE OF THE MIDDLE-INCOME COUNTRIES

Since the situation in socio-cultural area, including education, is often related with emerging issues, which are measured in the first place by the indices, in some way or another associated with the economy, I have considered necessary to choose the specific region based on economic challenges that it has and this state of affairs is fixed by institutions such the World Bank, which makes research in various spheres of public life.

According to World Bank Report "Learning to Realize Education's Promise", we are facing the studying crisis. Internationally comparable learning assessments demonstrate that people' learning skills in many middle-income countries lag far behind what those countries aspire to. Education is a powerful tool for eradicating poverty and promoting common prosperity, but fulfilling its potential requires better policies, both within and outside the education system (World Bank, 2018, pp. xi-xii). It is often said about the countries, which are in a situation of prolonged detention on the position of the region with an average income, when rapid and meaningful for social development economic growth is no longer possible, but the high income level is not achieved, or achieved in a short time, and then lost. Some scientists call it middle-income trap.

Consideration of situation in education sphere of middle-income countries through the prism of middle-income trap theory seems to be an interesting opportunity to look at the challenges of socio-political and cultural spheres in the linkage with the economic position of specific country. And this is one of the suitable ways by which it is possible to allocate a certain region for the study by one or two researchers, since the study of a large array of countries is mainly possible only by a team of scholars. That is why, despite the sometimes contradictory attitude towards the theory of middle-income trap, the use of this approach for the analysis of social issues is becoming more renowned and demanded.

According to Cai (2012), the World Bank raises the problem of a "middle-income trap" for the first time in its report "An East Asian Renaissance: Ideas for Economic Growth" in 2007. The report shows that "middle-income countries have grown less rapidly than either rich or poor countries". Since then, the concept of the

middle-income trap has increasingly been discussed among economists. It has been used to illustrate the predicaments of certain Latin American and Asian economies.

Although, many researchers disagree on the use of the concept of the middle-income trap, because some of them hold that the word "trap" is improper, because it suggests "conspiracy", while economy cannot be "framed". Also, some economists think that unlike the poverty trap or the vicious circle of poverty theories, there is no economic theory available that can explain the many phenomena related to the so-called middle-income trap. And some suppose that the middle-income trap theory lacks of empirical evidence. It is also pointed out that over the past several decades growth performance of middle-income countries was not significantly lower than that of high-income and low-income countries. But as the concept of the middle-income trap nevertheless can be explained within an economic analysis framework and can be verified from economic development experiences, this concept is might be very useful for academics and policy-makers. By use of many economic studies Cai proves that the necessary condition for avoiding the middle-income trap is to upgrade the pattern of economic growth from one driven by production factor inputs and resource reallocation effects caused by transition from agriculture to non-agricultural sectors that driven by improvement in total factor productivity, including labor productivity. It is extremely important to maintain this factor productivity growth. And it is meaningful to deepen systemic reforms and transform public service functions and it makes sense to accumulate human capital through education and training (Cai, 2012).

Thus, the term "middle-income trap" reflects the situation of a country with a middle income that can no longer compete internationally in labor-intensive production, because average wages are relatively high, but it also cannot compete with higher added value activities because the performance is relatively low. The results that kind of situation is slow growth and less potential to improve the standard of living for more people.

The current globalization has made more challenging for middle-income regions the process of reduction of the gap in opportunities. The intensification of innovation on a large scale is a complex process and requires time for learning, as well as the creation of the necessary institutional structures that enable and support innovation. But the time available to achieve competitiveness in higher value-added activities has become shorter, and more players compete in international markets, and technology is changing rapidly. In addition, China's rise has further increased the pressure on other middle income countries, since this middle-income country is making its way above its weight in innovation. With more intense competition and fast-paced objectives, the escape from the trap is more challenging and more urgent at this point in time.

All middle-income countries face this global reality. However, their ability to avoid the middle-income trap is different from each other. This ability is due to the nature of the country's integration into the world economy and varies depending on the economic structures, political system and already existing elements which will make the further innovation possible (Paus, 2017).
World Bank provides classification of countries position by dividing them on low-income economies, lower middle-income economies, upper middle-income economies and high-income economies.

According to World Bank Analytical Classifications, for 2019 FY (fiscal year), low-income economies are defined as those with a GNI per capita, calculated using the World Bank Atlas method, of $995 or less in 2017; lower middle-income economies are those with a GNI per capita between $996 and $3,895; upper middle-income economies are those with a GNI per capita between $3,896 and $12,055; high-income economies are those with a GNI per capita of $12,056 or more (World Bank, 2018). The thresholds were reduced by World Bank compared to the previous fiscal year, 2018.
According to analysis of the movement of countries between the three main income categories (low, middle and high) during the period from 1960 (1970) to 2009 by using relative thresholds, it is conceded that some countries are trapped within the middle-income range: of 41 middle-income countries in 1960, 10 were able to achieve high-income status, whereas 24 remained within the middle-income range and 7 countries fell back to the low-income group. In particular were identified countries that have not escaped the trap: in Latin America, e.g., Mexico and Brazil; in Europe, e.g., Portugal and Cyprus; as well as in Asia, e.g., Turkey and Malaysia (Glawe and Wagner, 2016).

There are a lot of discussions and the resulting differing approaches that define which countries should be categorized as countries in a middle-income trap. Some scholars adhere to a more strict quantitative calculation, and referred to calling the country in a constant middle-income position without any changes for 20+ years as a necessary condition for determining the situation as the middle-income trap. Some scholars are more focused on "qualitative" characteristics of country's economics, and they still consider the situation as a

trap even the country has been changed its rate for several years (what could also be a simple consequence of changes in the counting methodology), but if its economy is still might be described as a slowdown after a period of development, it is middle-income country in a trap. Of course, this concept is not exhaustive and fundamentally defining. However, it helps to orient and determine which regions should be paid attention to first of all, and which regions can be used as benchmarks as regions successfully passed this stage.

2. THE OVERVIEW OF THE MIDDLE-INCOME COUNTRIES OF EUROPEAN & CENTRAL ASIAN REGION AS AT 2019 FISCAL YEAR

The region of Europe & Central Asia might be considered as a single entity, based on the complex of economic and geographical relations and proximities. According to The World Bank, the Europe & Central Asia region includes 21 countries outside of the High income countries group. There are Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Georgia, Kazakhstan, Kosovo, Kyrgyz Republic, Macedonia, FYR, Moldova, Montenegro, Romania, Russian Federation, Serbia, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan.
Based on the World Bank dataset it is possible to briefly evaluate the current situation in each particular country. All given data are for 2017 and earlier, in the absence of updates (World Bank, 2018).

In 2009, Albania crossed from the group of countries with low-middle (LM) income, where it has mostly been from 1990 and entered to the group of countries with upper-middle (UM) income. In 2011, Albania was again assigned to the LM group, but it lasted only one year and could be caused by many reasons, and as at the moment the country is again in the UM group (FY14-FY19), totally it is 8 years and today it can be formally considered as a stable development.

In 2002, Armenia crossed from the group of countries with low (L) income, where it was from 1993, and entered to the group of countries with LM income, where it stayed during 15 years. In 2017 (FY19), Armenia has entered to the group of countries with UM income. How stable the situation is we will see in the future.

From 1991 to 1993, Azerbaijan was among the LM income countries and changed the position by moving to L income group, where it was from 1994 to 2002. From 2003 to 2008 Azerbaijan took its former place in LM income group. In 2009 (FY11) Azerbaijan has demonstrated the results of its stable growth and entered the UM income group, where it remains to this moment.
In 1991-1993 Belarus belonged to the UM income countries group, in 1994 the country moved to the LM income group and remained there until 2006 inclusive. In 2007 (FY09) Belarus has transferred to the UM income countries group, and remains there for the past 11 years.

The first measurement of Bosnia and Herzegovina dates back to 1992, when the country was assigned to the LM income group. The very next year (1993) the country changed its position and was assigned to the group of L income countries. Bosnia and Herzegovina returned to the LM income group in 1998. In 2008 (FY10), Bosnia and Herzegovina joined the UM income countries group and remains there for the past 10 years.

Bulgaria was in the LM income countries group for 17 years, from 1989 to 2005. In 2006 (FY08) Bulgaria moved into the group of countries with UM income and remains there for 12 years.
The situation in Georgia looks rather unstable. In 1991-1992, Georgia was a member of LM income countries group, for 3 years, in 1993-1995, it moved to L income countries group, then for the next 3 years, in 1996-1998, it returned to LM income group, then the country moved back to L income countries group in 1999, this time for 4 years, up to 2002 inclusive. In 2003, Georgia has again moved to the LM income group for 12 years. In 2015 (FY17), the country for 1 year went into the category of UM income countries group, but in 2016 (FY18) it moved to the LM income group again, and it remains there for the last 2 years. Totally, during these 27 years, Georgia was classified as a country with UM income for 1 year, as a country with L income for 7 years, and as a country with LM income for 19 years. Based on this data I can assume that Georgian economics is definitely in a trap, which was woven by many circumstances.

The situation in Kazakhstan looks much steadier, and the development is gradual. From 1991 to 2005, for 15 years, the country belonged to the category of LM income countries. In 2006 (FY08) Kazakhstan moved to the UM income group and it stays there for the last 12 years.
Statistics for Kosovo is collected since 2008 (FY10), in the first year of measurement the country was assigned

to the LM income countries group, and remains there until now, that is, for the last 10 years without changing its position.

Kyrgyz Republic belonged to the category of LM income countries in 1991-1993. In 1994, Kyrgyz Republic has moved to the group of L income countries and remained there for 19 years. In 2013 (FY15), the country returned to the LM income group and remains there for the last 5 years.

For 16 years, in 1992-2007, Macedonia, FYR was in the group of countries with LM income. Since then, Macedonia, FYR has moved to the UM income countries group in 2008 (FY10) and at the moment it remains in this group for 10 years steady.

From 1991 to 1995, Moldova has been classified as a country with LM income. In 1996 Moldova moved to the category of countries with L income and remained there for 9 years. In 2005 (FY07), the country has moved back to the LM income group and remains there for 13 years.

Statistics for Montenegro is calculated since 2006. Every year during these 12 years, Montenegro is classified as a UM income country.

From 1987 to 1989 Romania was in the group of UM income countries. In 1990, the country moved in the LM income countries group and remained there for 15 years. In 2005 (FY07), Romania rose to the UM income countries group and is currently there.

In 1991, Russian Federation was classified as a UM income country. In 1992 Russia moved to the LM income countries group for 12 years, and in 2004, the country moved into the UM income group. In 2012-2014 Russia was in the H (high) income countries group, and in 2015 moved back to the group of UM income countries and remains there, for 11 years totally.

Statistics for Serbia is counted since 2006. Each year during these 12 years, Serbia is classified as a country from UM income countries group.

In 1991, Tajikistan belonged to the LM income countries group, and since 1992 the country has moved to the group of L income countries. Tajikistan remained in this group for 22 years. In 2014, Tajikistan has moved to the LM group, but in 2017(FY19) it is back to the L income countries group again. Therefore, according to the current state of Affairs, Tajikistan cannot be attributed to middle-income countries.

10 years, from 1987 to 1996 Turkey belonged to the LM income countries group. In 1997-1998 Turkey was classified as a country from the UM income countries group. In 1999 Turkey moved back to the LM income group, in 2000 it moved again to the UM income group, and in 2001-2003 it returned to the LM income group again. Since 2004 (FY06) Turkey has returned to the UM income countries group and has been there for these 14 years. Summarily, Turkey was classified as a LM income country for 14 years and as an UM income country for 17 years.

In 1991-1996 Turkmenistan belonged to the LM income countries group. In 1997-1999, it moved to the L income countries group. In 2000, the country returned to the LM income countries group for 11 years. And in 2011 (FY13), Turkmenistan rose to the UM income countries group and currently it remains there without changes.

Ukraine is classified as a country from the group of LM income countries from 1991 (FY93) to 2017 (FY19) with one three-year exception when the country moved to the L income countries group in 1999-2001. Thus, in a period of 27 years under review, during 24 years Ukraine belongs to the group of LM income countries, and during 3 years it was in the group with the income below.

Uzbekistan belonged to the LM income countries group from 1991 to 1998. In 1999, the situation worsened and the country moved to the L income countries group for 10 years, from 1999 to 2008. In 2009 Uzbekistan returned to the LM income countries group, and remains in it for the last 9 years.

The table below shows some the most recent indicators from the World Bank statistics (World Bank, 2018), which demonstrate that all considered countries have very different population sizes, very different percentage of the population living below the national poverty lines, and even varying level of literacy of the adult population, but the net migration (the number of immigrants minus the number of emigrants, including citizens and noncitizens, for the five-year period) is negative in the vast majority of these countries.

Table 1. Selected indicators of the middle-income countries in the European & Central Asian region

	The population (millions)	The population growth (annual %)	The literacy rate adults 15+ (%)	The population living below the national poverty lines (%) latter indicator	The population living below the national poverty lines (%) previous indicator	Net migration, thousands latter indicator	Net migration, thousands previous indicator
Albania	2,87	-0,1	97	14,3	n.d.	-93,4	-177
Armenia	2,93	0,2	100	29,4	29,8	-30,5	-161
Azerbaijan	9,86	1,1	100	6	7,6	0	37
Belarus	9,5	0,1	100	5,7	5,1	75,8	-6
Bosnia and Herzegovina	3,5	-0,3	97	16,9	17,9	-161,4	-6
Bulgaria	7,08	-0,7	98	22,9	22,9	-24,5	-86
Georgia	3,72	-0,1	100	21,3	20,8	-305	-278
Kazakhstan	18,04	1,4	100	2,7	2,8	160	45
Kosovo	1,83	0,8	n.d.	17,6	21,1	n.d.	n.d.
Kyrgyz Republic	6,2	2	99	25,4	32,1	-138	-173
Macedonia, FYR	2,08	0,1	96	21,5	22,1	-9	-15
Moldova	3,55	-0,1	99	9,6	11,4	-10	-12
Montenegro	0,62	0	98	8,6	11,3	-3	-8
Romania	19,59	-0,6	99	25,3	25,4	-300	-468
Russian Federation	144,5	0,1	100	13,4	13,3	1018	1735
Serbia	7,02	-0,5	99	25,5	25,4	-100	-276
Tajikistan	8,92	2,1	99	31,3	32	-100	-82
Turkey	80,75	1,5	96	1,6	1,6	1627	-40
Turkmenistan	5,76	1,7	99	n.d.	n.d.	-50	-126
Ukraine	44,83	-0,4	100	3,8	6,4	-200	-165
Uzbekistan	32,39	1,7	100	14,1	15	-66	-242

3. THE EDUCATIONAL MOBILITY WITHIN AND OUTSIDE EUROPE

A great number of works are devoted to educational mobility and internationalization of education in the modern world. According to the overview made by Deca et al., the concept of internationalization dates back to the 1970s. This is mainly due to mobility, such as studying abroad, academic mobility, short and mid-term exchanges or is related to educational programs such as multicultural education, international studies, regional studies, and so on. In Europe, educational mobility is largely stimulated by research programmes and mobility schemes, in particular ERASMUS. Since the beginning of the first programs, internationalization and mobility have moved from a reactive to a proactive approach, from added value to the main goal. Increased competition in higher education stimulates cooperation in the form of exchange and partnership, and therefore increases the emphasis on mobility. Educational mobility is included in formal and non-formal curricula, students seek to gain international experience, develop international relations and acquire the skills of intercultural communication.

Many researchers note the paradigm shift from cooperation to competition, a more commercial approach to international higher education. This process is led by the USA, Australia and the UK. Many European countries continue to strive to provide free or low-cost higher education, promoting educational mobility, and international cooperation remains as a priority. However, in the last few years, even in continental Europe, in

countries such as Denmark, Sweden, the Netherlands, there is a transition to the full cost of fees for international students from outside the EU, and there is growing pressure on the introduction of fees. Another trend is the reduction of the traditional gap between North and South, East and West. The growing importance of Asia with China as a special example, the development of Latin America and Africa are also changing the landscape of higher education, expanding the geography of educational mobility. All this brings new values, new approaches and new relationships.

The researchers of education in the European region primarily note the Bologna process, which has been placed in the context of international cooperation to strengthen the competitiveness of European higher education and enhance its attractiveness in the world, creating the basis for the international dimension of higher education, as well as for increasing student and staff's mobility in order to intensify politic dialogue, develop cooperation through partnership and promote a recognition of qualifications obtained in one country in many other countries, as well as the internationalization and improvement of curricula and digital learning, and strategic cooperation and partnerships between the EU member states and the non-EU countries (Deca et al., 2015).

From research made by Janine Wulz and Florian Rainer we can see that the main problem for mobile students in Europe of our days and its neighboring countries is related to the financial component, which includes tuition fees, living expenses and transport cost. Another problem is the language barrier. Language policies vary considerably from country to country. On the one hand, these policies aim to support the integration of international students through providing them a variety of studying courses in English language, or the opportunity to learn the language of the country for free. On the other hand, in some countries, at the request of a certain level, the language becomes a barrier to grants or access to higher education institutions (Rainer and Wulz, 2015).

Thus, educational mobility, on the one hand, is due to external factors, such as the educational practices in the student's own country, and the educational practices and policies in those countries, where he or she would like to go. On the other hand, educational mobility is driven by internal factors, such as the financial viability of the student and the level of his or her previous education and current motivation. The final combination of these external and internal factors leads to a certain level of development of educational mobility in different countries and to its certain direction (drain vs. gain).

4. THE BRAIN DRAIN VS. BRAIN GAIN

Since the publication in 1963 of the Royal society's report on the emigration of British scientists to the United States and other countries, the ongoing public debate about the "brain drain" began, and the phrase itself has become a common expression (Balmer et al., 2009).

Modern researchers are very actively discussing the mobile flows of so-called human resources and the imbalance of these flows, which can be observed in some countries. These countries are characterized by a high rate of brain drain that means a high rate of loss of high skilled intelligent people. The receiving countries, the countries in which there is a brain gain, in turn, are faced with the need to work effectively with these highly intellectual human resources, primarily students, developing the necessary policies and creating the certain social circumstances.

According to Rainer and Wulz, the situation in Europe varies from country to country quite strongly. The EU average percentage of incoming students stays in the country of studying after finishing is equal 23%. Finland reports that 70% of the international students are staying at least one year after completion of their studies. For Austria it is hard to make the foreign students stay, due to the insufficient prospects in work, as just few graduated students from non-EU countries are able to stay and get a proper job. Educational migration to Estonia is stable in the recent years, but it is not so high too, making 12% out of the whole migration. Germany, in its turn, complains about the brain drain movement from Germany to North America, its bill goes to tens of thousands. On the other hand, 25% of the international students request to stay after their studies in Germany, thereby filling the gap. Similar situation is reported by the Netherlands, where more than 60% of the international students wish to stay after the graduation (Rainer and Wulz, 2015).

So, as we can see on the big numbers example from high-income countries, the processes of brain gain are

quite spread in Western Europe region, although there is also brain drain in favor of other countries with developed economies. But what is about the middle-income countries? It is intuitively clear that as the regions are able to produce educated and qualified specialists and well prepared learners, they are likely to lose them in the regions that need such the people and are able to offer them better working conditions in terms of payment. On the other hand, as my own qualitative research for the course "Advanced Qualitative Research Methods" has shown, people's motives are not always so straightforward.

As a part of my research on the evaluation by foreign students the studying process and international environment at Passau University, I have conducted some tens of individual semi-structured interviews with students and got a lot of interesting information. The majority of my respondents already had experience of international studying in Germany or other countries, and it was mostly very good experience. All students noted a free higher education in Germany (and/or even a scholarship) as a huge advantage and one of the main reasons for their arrival to this country. Some students want to stay in Germany after graduation, but the reasons vary, as the reasons to go home or to any other third country vary too.

Among the reasons to stay, beside the financial considerations, were mentioned:
a desire to reunite with the family, living in Germany, as the roots of the person are German (respondents from Bolivia, Brazil);
a marriage with a German and the desire to build a family in the homeland of the spouse (respondents from Norway, Poland, South Korea, Ukraine, USA, Vietnam);
a desire to stay in Germany because of disagreements with the current political situation/system in their own country (respondents from Nicaragua, Nigeria, Pakistan, Russia, Ukraine, USA);
a desire to experience a long stay in a country with a different culture (respondents from Indonesia, Kenya, South Korea, Vietnam);
a desire to take a break from their own country, but without having to get used to another culture (respondents from Austria, Italy, Tyrol);
a desire to learn German perfectly for further use in their own or third country (respondents from Czech Republic, France, Russia, Slovakia, USA).
But, of course, getting a higher income remains the most important reason, primarily for people from countries, which economies are in transition, on the middle level.

5. THE UKRANIAN AND GEORGIAN CASES
As it can be seen from the previous sections of the paper, in the European and Central Asian region there are 21 countries that have not reached the state of the economy, which is estimated as a high-income economy. To highlight a country as an example of brain drain vs. brain gain process from this particular set of countries, I decided to use the concept of the middle-income trap described above. A brief analysis of the statistics showed that Georgia and Ukraine were the most convenient examples of countries in the middle-income trap.
For many reasons, which are impossible to discuss in this short paper, Georgia and Ukraine are in a position that at least partially falls within the description of the middle-income trap conditions. These are countries with a well-educated population and significantly negative net migration that have been in a state of economic stagnation for a long time. In Ukraine, this is a more sluggish and stable process, in Georgia, this process is more unstable and jumpy.

5.1 Ukraine

According to the criterion of a long-term stay of the country's economy in a state of middle income with no signs of changing the situation, Ukraine is the country that has fallen into the trap of middle income. Within 24 years of the last 27, the country is in the low-middle income countries group, and within 3 years even moved to the group of low-income countries.
According to the expert on migration policy of CEDOS analytical center Andrey Solodko, regular migration from Ukraine has increased significantly in recent years. The number of regular migration of Ukrainians has been increasing since 2015, actually by 30% per year. Mostly people leave to work. They work in construction and agriculture mainly in Poland, and in the service sector in Italy.
The Ukrainian expert emphasizes that the largest age group that leaves is the youth of 25-34 years, so, Ukraine exactly loses those who can work, pay taxes, create social capital for the future. But since the level of education of these people is unknown, respectively, he cannot say whether it is fundamentally significant brain drain, or not. The number of people who go to study abroad has increased. About 25 thousand Ukrainian students go abroad. But again, there are questions about the quality of this studying, because most of those people go to

study in the Humanities, where they do not need any special mathematical knowledge, chemistry, and biology, what is evaluated by expert in a very critical way. The education is often paid, and the expert has doubts about the quality of this education. He believes that young people leave and try to stay in a new country, that they do not have particular targets and long-term planning of this migration.

When researchers are studying all the countries of the European Union, it turns out that Ukrainians have received residence permits or work permits in every country of the European Union, including Luxembourg and Iceland. The number of Ukrainian migrants to the USA, Canada, and Australia has increased. And there are countries where the number of Ukrainians has decreased. This is Turkey, and North Africa countries, where Ukrainians worked in the service sector and in the resorts. The expert believes that migration will increase in Ukraine. Countries such as Poland, Czech Republic and the Baltic countries need workers, because these countries are growing economies and also economies where their own people go to work to Western Europe, and they would like to attract people from Ukraine for work (Anon, 2017).

In addition, according to economist Alexander Okhrimenko, the labor migration saves the economy of Ukraine. The balance of payments of Ukraine at the end of 2017 was positive, if there was no labor migration, there would be a huge balance of payments deficit (Anon, 2018). However, it is quite clear that this may be a tactical solution to the problem, but not a strategy. It is hoped that the Ukrainian society, which is obviously interested in resolving the situation, will cope with this. At the moment, experts unanimously state labor force drain, which is automatically entail brain drain too.

5.2 Georgia

The General population census in Georgia, which took place from 5 to 19 November 2014, showed that in 13 years the population of Georgia decreased by 15% and amounted to 3.7 million people. These are those residents of Georgia who have left the country for permanent or temporary residence since 2002 and have not returned for more than a year. Georgian emigrants moving in, in large part, to the following countries: Russia (21.7%); Greece (15.9%); Turkey (11.2%); Italy (10.9%); Germany (7.1%); US (5.7%); Spain (4,1%); France (3.7%); Ukraine (3.7%); Azerbaijan (2%). At the same time, the number of immigrants in Georgia was about 185.7 thousand people at the time of the census in 2014. More than a half of these people (51.6%) came from Russia, and the immigrants from Greece (8.3%), Ukraine (8.1%), Germany (4.3%), Armenia (3.8%), Azerbaijan (3.7%), Turkey (3.1%), USA (1.8%), Kazakhstan (1.8%), Spain (1.3%) took the next places.

According to the census, 26.7% of Georgian population has a high education, 17.4% has a professional education degree, while 36.7% achieved the general education (secondary education) level. The basic and primary levels of general education achieved were indicated by 8.4% and 5.7% of the population, respectively. The data on the level of education differs according to the types of settlements. 78.0% of the population with high education lives in the urban settlements, 22.0% - in the rural settlements (Geostat, 2018).

Thus, it can be assumed that a kind of balance is established between the countries of emigration and immigration of Georgians, a part of the population leaves the country forever or for a long6 but limited period of time, a part of the population returns from emigration.

It is difficult to say about the situation of brain drain vs. brain gain on the example of large numbers at the moment, but from my own studies of life stories and interviews with Georgians in Germany and Russia, I would note the following tendencies (without specifying their statistical significance):

a single girl who went abroad for education returns to Georgia if there is a fiance is waiting for her, in the absence of such, girls prefer to stay in the country of relocation;

older people prefer to return home to meet old age after a long absence;

highly qualified young professionals (both genders), who left Georgia for education and returned back, leave again in a few years, because they feel that they are unclaimed and lose their skills;

due to the explosive growth of interest in Georgia, many people (including non-Georgians) move to Georgia and try to establish their tourism business, but it turns out not for all, and most people go back or go to a third country.

In general, the situation in Georgia is dual. On one hand, after the severities of the 1990s, the country was reborn and took a big step forward. On the other hand, the level of economic development lags far behind the potential of many Georgians, so even if they want to return their brains to their Motherland, these people often do not find a place where they can actively prove themselves.

5.3 Summary

Due to the fact that the topic of brain drain and brain gain on the one hand is very lively and actual, and on the other hand is very specific and open to many subjective interpretations, it is quite difficult to draw definite and unambiguous conclusions. For example, the Ukrainian expert does not consider the loss of people studying in

the humanities and social sciences as an important loss, only representatives of the exact sciences are important for him. However, I had the opportunity to interview several Ukrainian immigrants in Germany; these people are IT students, a PhD student in Eastern European studies, HR managers and a lawyer. They are non mathematicians and non chemists, but Germany is interested in them and needs them as qualified labor force. Perhaps, as in the case of young Georgian professionals, it is always a challenge not only for people, but also for the economy in all its diversity, if it is ready to provide suitable jobs for people with developed professional capital or not.

I think that these processes are not without reason called flows. It is a process of continuous change, and brain drain at one point in time does not mean that at another point in time this flow will not reverse and will not turn into brain gain. In any case, educational mobility, which is an integral and evolving characteristic of both Europe and Central Asia and the world as a whole, is a generally positive trend that contributes to the development not only of each individual, but also of all societies. A conscious process of displacement with a clear socially acceptable and individually useful objective will bring some benefits anyway, both in terms of the dissemination of knowledge and in terms of the creation more flexible and therefore more sustainable community.

CONCLUSION

"Education is the most powerful weapon which you can use to change the world". It is an often quoted statement by one of the most famous leaders of the world Nelson Mandela implies that if all people have access to quality education it may empower people individually and might help to create a better society and a better world order.
Nowadays, all countries whose economies are so developed that the basic needs of the vast majority of the population are satisfied and people should not survive in the truest sense of the word, so, a more prosperous situation gives rise to concerns of a different level. Societies in this case are more complex and peoples are concerned about the issues of development and self-realization, brain drain and brain gain. And at this moment education strategies to improve its quality and extract more profit from it becomes on the agenda.
There are many contradictory theories, but the mainstream idea is that better education entails higher human development and it implies more development in various areas, more advanced society as a whole and more hopes for better future for humanity and the entire planet. From this point of view, the study of issues related with education seems to me the only allowable study for "powerful weapons" development.

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RENEWABLE ENERGY FOR ENTERPRENEURSHIP BOOSTING

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ABSTRACT

Renewable energy is fundamental for sustainable development challenges. The development agenda prescribes the use of renewable energy policies, considered as a pillar of energy security and overall sustainable development. This must to be pitched in both developed and developing countries. A major policy implication for renewable energy adoption derives from entrepreneurship boosting. This targets particularly youth, rural, women, and vulnerable categories. In these regards, microfinance policies devoted to youth micro-entrepreneurship enhancement in the renewable energy sector have found a wide consensus and a strong interest in the International Community, i.e. in Sustainable Development Goals.The work exploits a statistical approach useful to measure the energy policy effectiveness.A composite indicator on renewable energy policy is built, exploring different approaches. The determinants of energy policy effectiveness are analyzed, considering some other relevant variables which can be identified from the recent literature. A statistical comparison of the different results is particularly relevant to ensure the robustness of the factual implications. We confirm that green countries, e.g. Scandinavia, are keeping a green consumption attitude. We discover that countries endowed with rich resources, as Brazil, are managing to perform better in terms of renewable energy consumption. We also validate that countries that are oil exporters, as most of Arab countries, are usually less prone to use renewable energy.

Keywords: renewable energy policy, sustainability, rural development, youth entrepreneurship, composite indicators

1. RENEWABLE ENERGY IN THE AGENDA 2030

Energy policy is at the core of Agenda 2030. United Nations' Sustainable Development Goal (SDG) 7 is dedicated to reach energy security, particularly affordable and clean energy parameters, by 2030 (UN, 2015, IBRD, 2018). SDG7 aims to "endure access to affordable, reliable, sustainable and modern energy for all". It stresses on ensuring universal access to electricity (7.1.1), and clean fuels and technologies for cooking (7.1.2). Target 7.2 focuses on renewable Energy, aiming to "Increase substantially the share of renewable energy in the global energy mix". Finally, target 7.3 is based on Energy efficiency, aiming to "double the global rate of improvement in energy efficiency".

Among the energy policy goals, one turns pivotal to facilitate entrepreneurship, facilitating business implementation: renewable energy. It must be considered that the use of renewable energy worldwide has been increasing dramatically in the consumption trends: its consumption to arrived to 17.5% in 2015 when in fact in 2010 it consisted in some 16.7% in 2010. The 17,5% share was made of 9,6% of modern renewable energy – including solar and wind -, and only 7,9% of traditional biomass (IBRD,2018).

Another stylized fact to be pointed outcomes from international policy trends: world growth has led many countries in changing consumption attitude, hence their energy consumption and energy mixes. Though, developing countries did not always managed to couple high growth rates with consistent renewable Energy consumptions (IBRD, 2018). Many of these countries, though, converted their industrial models towards more sustainable, ecological models – take the case of Circular economy implemented in China as a benchmark (Agovino et al. 2018) -.

The need of composite indicators to describe, define and gauge energy facts, arise clearly. The World Bank (2018) considers composite indicators as a methodology to assess the national policy, where regulatory framework turns crucial. The final goal is to progress towards sustainable energy targets. In fact, energy security, and more particularly renewable energy implementation, is a multidimensional concept, worth to be analysed and shaped by composite indicators. Though, the risk of aggregating complex phenomena as renewable energy, lies in synthesising in information losses (Drago & Gatto, 2018).

In this section we dealt with the problem of renewable energy policy and energy security, framing the issue within the Agenda 2030.Besides of thefirst part,the paper illustrates the adoption of data and methodologies

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used to build the renewable energy composite indicator in par. 2. Following, the par. 3 presents the results acquired through the methodology chosen and presents the international ranking. Thus, in par. 4, the paper draws some important policy implications concerning renewable energy for entrepreneurship. More particularly, this strategy results to be valuable for youth, rural people, women, and vulnerable categories. We finally present our conclusions in par. 5.

2. DATA AND METHODOLOGY

Composite indicators are increasingly important instruments for policy analysis sakes. Though, they need attention on their application: albeit being highly effective on the message they convoy, synthetic indicators raise potential critiques due to the inherent subjectivity of some choices. Composite indicators can be usefully considered to aggregate different single indicators and obtain a unique measure; this measure can be usefully compared between several statistical units. In the last years, many composite indicators have been developed with the purpose of solving compelling issues and facing social phenomena (Nardo et al. 2005, Mazziotta Pareto 2013, Freudenberg 2003). A major strength of composite indicators is the possibility to aggregate and synthesize complex measures and give the general picture about a specific phenomenon (Saisana, M., Saltelli, A., &Tarantola, S. 2005).In this framework, the facility to communicate synthetic indicator's outputs and a specific ranking to the public opinion is intuitively a lead asset.

The paper constructs a composite indicator on renewable energy. In this respect, the indicators considered are four:
1. Renewable Energy (renen 2015);
2. Liquid Biofuels(liquid 2015);
3. Wind (wind 2015);
4. Solar (solar 2015).

The four variables were considered as the share in total final energy consumption, computed in percentage. We adopted WB data (2018). More specifically, they were exploited three data sources:
1. Energy balances from UN Statistics Division (2017);
2. World Energy Balances from IEA (2017);
3. World Bank analysis, based on the World Energy Statistics and Balances, from the IEA (2017); Energy Balances, UN Statistics Divions (2017).

The data units analyzed were 206 countries, territories, and regions worldwide, including OECD and non-OECD countries. The rationale of considering such a big dataset is to give a whole picture of the different attitudes on renewable energy consumptions.

The variables are chosen in order to obtain a composite indicator on renewable energy. In this sense we have considered the different indicators which can be part of our specific composite indicator. Data consists in a cross-section dataset concerning 2015.For this scope, the designed composite indicator measures the renewable energy, and could be consider each of the selected variable as the different components of the composite indicator chosen. In this sense, it is possible to evaluate each indicator a relevant part of the final composite indicator constructed.

Secondarily, we examine a complete statistical analysis, assessing both univariate and multivariate analyses. The reason of this step is to explore the indicators as single components of the composite indicator (Nardo et al. 2005, Saisana et al. 2013).

More specifically, we are considering eventual problems lying in the data quality, which may potentially affect the construction of the composite indicator. At the same time, the multivariate analysis is conducted on the different indicators in order to evaluate the existence of different correlations between the different indicators. This moment can be useful to identify some overlapping contributions to single dimensions on the final definition of the composite indicator, as well in this sense we observe that the different single indicators do not show any particular strong correlation. Thus, we can consider the different single indicators as a part of the entire composite indicator (see Saltelli et al. 2005).

The multivariate analysis based also on other statistical visual methods show no relevant association between the different components of the composite indicator.

The composite indicator is constructed by taking into account all the different indicators in a unique composite indicator. The different indicators are standardized in order to obtain the same scale for the different indicators. The final components are aggregated on the final composite indicator.

For this scope, we consider all the different indicators and we build a first composite indicator using all the different indicators weighted with the same value. The equal weighting is assessed by considering different weightings, fact that can allow obtaining different results. The weighting is an extremely relevant problem, to

be handled carefully into the construction of composite indicators (see Becker et al. 2017 Greco et. al 2018). A different approach is followed by Drago (2017) and Gatto& Drago (2017) which consider an approach based on Interval Data to approach the uncertainty of the composite indicators (about Interval Data see GioiaLauro 2005).

Hence, we obtain finally the composite indicator and the rank considering the different indicators equally weighted.

Finally, we calculate also the sensitivity analysis in which we compute 10000 different random weights of the composite indicator.

The procedure to simulate the different weights for the components is considered as follows:

1) We simulate for each component a different "candidate" weight from 0 to 1. The single weights are generated by a uniform distribution with minimum 0 and maximum 1.
2) The different candidate weights are summed all.
3) Thus, the final weight for the component is obtained by dividing the single simulated weight for the total.
4) By considering the procedure, we are able to obtain a different weight related with the different components for each simulation.

For each weighting obtained on the 10000 different simulations, we are able to compute the different composite indicators. Simultaneously, it is computed the final rank in each simulation.

The different ranks are collected and finally averaged in order to obtain a final score for each country examined. More specifically, the 10000 simulations are useful to analyze the sensitivity of the different results of the composite indicator by selecting different weightings. In this sense, it is compared also the result that it is possible to consider from the different weighting than the equal-weight scenario.

The sensitivity analysis is useful to validate the robustness of the findings, obtained considering the composite indicator using all equal weights. When the different ranks on the sensitivity analysis tend to diverge from the ranking obtained on the equal-weight scenario, the meaning is that there is a specific good result for some indicator, where in other indicators there is no the same good performance.

3. RESULTS AND RANKING

We obtain a composite indicator equal-weights-based. The country ranking first is Denmark. The Scandinavian countries perform generally well, where Sweden is second on the ranking on equal weights and Finland is 17th of the final ranking (14th considering the analysis based on 10000 simulations and different weightings).Brazil also shows a very good performance on the final composite indicator ranking. The result can be explained by considering the wide and rich natural resources embedment of Brazil and the good position obtained for each single indicator. It is remarkable the position of Portugal, ranking fifth on the final calculation (equally weightbased) and fourth by considering the average rank between the different simulations. This shows that Portugal seems to perform better on a single different indicator than on the other one. In fact, where there is difference between the two rankings, revealing relevant differences on the performances between the different indicators. Uruguay obtained good results, where its position on the equal weight scenario is the 8th, and the result on the average rank is the 6th.Austria displays a good performance as well: 9th in the equal weight scenario and 9th position on the average rank sensitivity analysis.

4. POLICY IMPLICATIONS: RENEWABLE ENERGY FOR YOUTH AND RURAL ENTREPRENEURSHIP BOOSTING

A common strategy to achieve sustainable development purposes through renewable energy is the adoption of microfinance programs. The empowerment of the woman in the context of energy policy effectiveness through microfinance tools is particularly relevant (Rao et al. 2009, Farhar 1998, Bhattacharyya 2013). It is shown that ad hoc microfinance policies foster youth and rural people entrepreneurship and resilience in least developed countries and depressed areas (Agovino et al. 2018, Gatto et al. 2015, Yunus 1999).

While the adoption of green consumption has a strong implication for environmental, societal and institutional reasons, it is less evident and explored the economic dimension of the policy. The enhancement of new generation energies is reputed an asset for sustainable growth and job creation around the world. It can be considered as well as a powerful measure to tackle brain drain in depressed areas, facing economic stagnations. It can be examined as well as a way to solve job loss issues due to long term economic crises,

not solely in least developed regions, but even in industrialized countries (Rao et al. 2009, Farhar 1998, Bhattacharyya 2013).

It must be underlined an outstanding policy fact. In many regions of developing countries, they were launched renewable energy programs that implied job creation and energy saving. These policies were often boosted by microfinance programs and gender empowerment schemes. A typical example comes from the solar minigrid implementation, that became trendy in sub-Saharan Africa (IBRD 2018, WB 2018, Rao et al. 2009, Farhar 1998, Bhattacharyya 2013). In these regards, renewable energy consumption strategies outlines as a set powerful policy tool for innovative business implementation, to be considered in the framework of sustainable development as development priority.

CONCLUSIONS

Clean energy is a core issue in the development agenda. More and more advises are recommended from United Nations and the international community to solve environmental, societal, institutional and economic problematics. A useful solution may come from the implementation of sound energy policies devoted to renewable energy, to address entrepreneurial problems and improvements, especial considering innovative business. In this field, microgrids creation, and in particular solar grids, was considered as a job for rural youth in sub-Saharan Africa and developing countries. Recently, it has become an innovative strategy to tackle economic crises and job unemployment.

This work proposed a new statistical approach for the measurement of renewable energy. We built a cross-section dataset for year 2015. We computed a new index that considers renewable energy consumption, regarding renewable energy, solar energy, wind energy and liquid biofuels in 2015. The new index is considerable for practical policy implications, in particular for the field of innovative business implementation, and job creation targeted for youth, rural people, youth and vulnerable categories. The methodology reveals an exploratory aim in providing a higher robustness. The measures can be used for microcredit and microfinance policies to boost youth entrepreneurship in developing countries, especially rural areas, as well as on geographical zone affected by high unemployment and poverty.

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Appendix I - Final ranking equal weights (composite indicator 1: all the single indicators considered)

id	Country	score	rank
48	Denmark	9.890302	1
139	Niue	9.871167	2
27	Brazil	9.8665	3
108	Liechtenstein	7.704786	4
151	Portugal	7.038614	5
177	Sweden	6.88536	6
171	Spain	4.82101	7
197	Uruguay	4.618551	8
12	Austria	4.126822	9
10	Aruba	3.604662	10
70	Greece	3.52861	11
87	Ireland	3.454447	12
109	Lithuania	3.432025	13
67	Germany	3.179822	14
147	Paraguay	2.989235	15
47	Cyprus	2.91982	16
61	Finland	2.763288	17
110	Luxembourg	2.481441	18
45	Cuba	2.16244	19

90	Italy	2.135515	20
196	UnitedStates	2.022332	21
62	France	1.951286	22
148	Peru	1.700691	23
154	Romania	1.688989	24
141	Norway	1.65947	25
195	United Kingdom	1.656469	26
136	Nicaragua	1.545007	27
29	Bulgaria	1.437454	28
2	Albania	1.348601	29
31	Burundi	1.343766	30
58	Ethiopia	1.339936	31
168	Somalia	1.294314	32
82	Iceland	1.243115	33
42	Costa Rica	1.213201	34
182	Thailand	1.197748	35
206	Zimbabwe	1.174653	36
19	Belgium	1.151034	37
118	Malta	1.131042	38
36	Chad	1.118919	39
192	Uganda	1.108246	40
205	Zambia	1.070179	41
156	Rwanda	1.048402	42
23	Bhutan	1.0314	43
76	Guinea-Bissau	1.029621	44
138	Nigeria	1.02215	45
128	Mozambique	1.013611	46
181	Tanzania	0.994171	47
132	Nepal	0.973054	48
106	Liberia	0.92289	49
114	Malawi	0.915775	50
44	Croatia	0.894709	51
150	Poland	0.865958	52
64	Gabon	0.857428	53
56	Eritrea	0.79306	54
34	Canada	0.782407	55
149	Philippines	0.761006	56
137	Niger	0.758423	57
199	Vanuatu	0.749092	58
162	Sierra Leone	0.702668	59
91	Jamaica	0.666903	60
35	Central African Republic	0.663889	61
79	Honduras	0.663513	62
33	Cameroon	0.662822	63
75	Guinea	0.653216	64
8	Argentina	0.648839	65
78	Haiti	0.646101	66
30	Burkina Faso	0.578505	67

95	Kenya	0.550215	68
184	Togo	0.474975	69
165	Slovak Republic	0.472152	70
203	Palestine (State of)	0.462738	71
113	Madagascar	0.436196	72
103	Latvia	0.384494	73
74	Guatemala	0.314656	74
135	New Zealand	0.307315	75
133	Netherlands	0.30258	76
57	Estonia	0.297934	77
176	Swaziland	0.291398	78
167	Solomon Islands	0.258543	79
32	Cambodia	0.249417	80
43	Côte d'Ivoire	0.235542	81
174	Sudan	0.131301	82
117	Mali	0.128811	83
129	Myanmar	0.128811	84
59	FaroeIslands	0.088901	85
81	Hungary	0.085323	86
172	Sri Lanka	0.060173	87
202	UnitedStates Virgin Islands	0.05972	88
11	Australia	0.052732	89
102	Lao People'sDemocratic Republic	0.050186	90
84	Indonesia	0.001998	91
120	Mauritania	-0.08988	92
89	Israel	-0.09957	93
38	China	-0.12497	94
188	Turkey	-0.1494	95
83	India	-0.17099	96
146	Papua New Guinea	-0.19245	97
105	Lesotho	-0.20526	98
65	Gambia	-0.22767	99
21	Benin	-0.23036	100
166	Slovenia	-0.25011	101
5	Angola	-0.29669	102
93	Jordan	-0.31814	103
143	Pakistan	-0.3388	104
37	Chile	-0.36866	105
51	Dominican Republic	-0.41667	106
127	Morocco	-0.41983	107
40	Comoros	-0.44754	108
178	Switzerland	-0.46119	109
180	Tajikistan	-0.47137	110
157	Samoa	-0.51069	111
126	Montenegro	-0.51511	112
159	Senegal	-0.53564	113
145	Panama	-0.56057	114
112	Macedonia, FYR	-0.57777	115

68	Ghana	-0.587	116
25	Bosnia and Herzegovina	-0.61048	117
170	South Sudan	-0.64982	118
201	Vietnam	-0.79809	119
16	Bangladesh	-0.80351	120
152	Puerto Rico	-0.81209	121
20	Belize	-0.81434	122
60	Fiji	-0.88029	123
115	Malaysia	-0.89836	124
187	Tunisia	-0.94228	125
66	Georgia	-1.00996	126
26	Botswana	-1.02767	127
130	Namibia	-1.0419	128
92	Japan	-1.06196	129
169	South Africa	-1.06949	130
134	New Caledonia	-1.08447	131
39	Colombia	-1.10161	132
77	Guyana	-1.16157	133
122	Mexico	-1.17229	134
175	Suriname	-1.17402	135
54	El Salvador	-1.19216	136
101	Kyrgyzstan	-1.23094	137
97	Democratic People's Republic of Korea	-1.2377	138
160	Serbia	-1.30197	139
99	Kosovo	-1.31737	140
98	Republic of Korea	-1.32382	141
4	Andorra	-1.3576	142
52	Ecuador	-1.38433	143
1	Afghanistan	-1.40491	144
183	Timor-Leste	-1.41203	145
24	Bolivia	-1.42264	146
96	Kiribati	-1.47486	147
63	French Polynesia	-1.48066	148
9	Armenia	-1.49	149
121	Mauritius	-1.49144	150
71	Greenland	-1.50773	151
161	Seychelles	-1.50836	152
49	Djibouti	-1.51307	153
124	Moldova	-1.53897	154
125	Mongolia	-1.55674	155
185	Tonga	-1.5745	156
200	Venezuela	-1.60343	157
119	Marshall Islands	-1.64277	158
53	Egypt	-1.66712	159
72	Grenada	-1.67174	160
18	Belarus	-1.67655	161
104	Lebanon	-1.68009	162
193	Ukraine	-1.68525	163

46	Curaçao	-1.75109	164
50	Dominica	-1.78167	165
55	Equatorial Guinea	-1.78203	166
111	Macao (SAR, China)	-1.80942	167
88	Isle of Man	-1.91046	168
123	Micronesia (FederatedStates of)	-1.93582	169
155	Russian Federation	-1.93773	170
80	Hong Kong (SAR, China)	-1.94043	171
198	Uzbekistan	-1.95458	172
17	Barbados	-1.96098	173
116	Maldives	-1.97323	174
22	Bermuda	-1.97628	175
13	Azerbaijan	-1.97806	176
204	Yemen	-1.97913	177
94	Kazakhstan	-1.98268	178
107	Libya	-1.99016	179
163	Singapore	-2.00944	180
131	Nauru	-2.01653	181
14	Bahamas	-2.01719	182
85	Iran (Islamic Republic of)	-2.01939	183
86	Iraq	-2.03178	184
194	UnitedArab Emirates	-2.03483	185
190	Turks and Caicos Islands	-2.03996	186
179	SyrianArab Republic	-2.04174	187
186	Trinidad and Tobago	-2.05028	188
3	Algeria	-2.053	189
28	Brunei Darussalam	-2.05478	190
6	Anguilla	-2.05633	191
164	SintMaarten (Dutch part)	-2.05846	192
173	SintMaarten (Dutch part)	-2.05846	193
189	Turkmenistan	-2.05882	194
158	Saudi Arabia	-2.05989	195
7	Antigua and Barbuda	-2.06024	196
15	Bahrain	-2.06024	197
41	Cook Islands	-2.06024	198
69	Gibraltar	-2.06024	199
73	Guam	-2.06024	200
100	Kuwait	-2.06024	201
140	Northern Mariana Islands	-2.06024	202
142	Oman	-2.06024	203
144	Palau	-2.06024	204
153	Qatar	-2.06024	205
191	Tuvalu	-2.06024	206

Appendix II - Sensitivity analysis on 10000 simulations based on different weightings

ID	Country	averagerank	finalrank
48	Denmark	3.9158	1

177	Sweden	5.3674	2
27	Brazil	5.8182	3
151	Portugal	6.035	4
108	Liechtenstein	9.6339	5
197	Uruguay	9.6967	6
171	Spain	12.1725	7
139	Niue	12.4316	8
12	Austria	12.5055	9
70	Greece	16.9872	10
109	Lithuania	18.3709	11
67	Germany	20.7009	12
147	Paraguay	21.3332	13
61	Finland	21.9795	14
47	Cyprus	25.8194	15
87	Ireland	25.9103	16
110	Luxembourg	28.7793	17
90	Italy	30.4973	18
141	Norway	32.1174	19
10	Aruba	32.5625	20
58	Ethiopia	35.4137	21
31	Burundi	36.0372	22
154	Romania	36.8413	23
62	France	37.1791	24
168	Somalia	37.7905	25
196	UnitedStates	37.8519	26
136	Nicaragua	38.5711	27
82	Iceland	39.3325	28
45	Cuba	40.1111	29
206	Zimbabwe	40.6796	30
36	Chad	41.3049	31
148	Peru	41.3345	32
195	United Kingdom	42.3615	33
192	Uganda	42.4631	34
29	Bulgaria	43.2802	35
2	Albania	43.4129	36
205	Zambia	44.0979	37
156	Rwanda	44.3787	38
23	Bhutan	46.2046	39
42	Costa Rica	47.0689	40
76	Guinea-Bissau	47.271	41
138	Nigeria	48.5193	42
128	Mozambique	49.6509	43
19	Belgium	50.1562	44
181	Tanzania	50.2928	45
132	Nepal	52.0852	46
44	Croatia	52.3244	47
182	Thailand	52.3925	48
118	Malta	53.4152	49

106	Liberia	53.8001	50
114	Malawi	54.9043	51
199	Vanuatu	55.9935	52
64	Gabon	56.7913	53
56	Eritrea	57.758	54
34	Canada	58.0188	55
79	Honduras	58.1312	56
150	Poland	58.5257	57
137	Niger	59.5213	58
149	Philippines	61.0827	59
162	Sierra Leone	61.7269	60
35	Central African Republic	63.2451	61
33	Cameroon	64.2607	62
91	Jamaica	65.3637	63
75	Guinea	65.3942	64
78	Haiti	66.4925	65
103	Latvia	67.7807	66
95	Kenya	68.3036	67
30	Burkina Faso	68.5292	68
203	Palestine (State of)	69.3902	69
8	Argentina	69.7743	70
135	New Zealand	70.3155	71
57	Estonia	71.0432	72
165	Slovak Republic	71.5778	73
184	Togo	71.7876	74
74	Guatemala	73.0341	75
113	Madagascar	73.3795	76
133	Netherlands	73.4421	77
167	Solomon Islands	76.8965	78
176	Swaziland	77.0633	79
11	Australia	78.3765	80
32	Cambodia	79.2198	81
43	Côte d'Ivoire	80.6016	82
81	Hungary	80.6712	83
172	Sri Lanka	81.4531	84
59	FaroeIslands	81.8305	85
202	UnitedStates Virgin Islands	81.8558	86
84	Indonesia	82.5086	87
120	Mauritania	83.1592	88
174	Sudan	83.7177	89
38	China	83.7703	90
117	Mali	84.7643	91
129	Myanmar	84.7643	92
188	Turkey	84.8044	93
83	India	86.5733	94
89	Israel	87.0856	95
102	Lao People'sDemocratic Republic	88.1528	96
166	Slovenia	89.7868	97

93	Jordan	92.9607	98
37	Chile	93.2645	99
146	Papua New Guinea	94	100
105	Lesotho	95.2935	101
51	Dominican Republic	95.3087	102
21	Benin	95.9585	103
65	Gambia	96.9524	104
178	Switzerland	97.1577	105
127	Morocco	97.5141	106
143	Pakistan	98.898	107
5	Angola	99.9103	108
157	Samoa	101.2892	109
145	Panama	102.4301	110
112	Macedonia, FYR	103.1609	111
40	Comoros	104.6276	112
180	Tajikistan	106.1665	113
126	Montenegro	107.0868	114
159	Senegal	109.0955	115
152	Puerto Rico	110.8141	116
68	Ghana	111.5106	117
25	Bosnia and Herzegovina	113.0692	118
170	South Sudan	113.587	119
187	Tunisia	114.9474	120
115	Malaysia	115.3753	121
201	Vietnam	118.5637	122
16	Bangladesh	118.986	123
92	Japan	119.8511	124
60	Fiji	120.6332	125
20	Belize	120.8856	126
134	New Caledonia	121.0653	127
169	South Africa	122.0822	128
66	Georgia	125.5835	129
130	Namibia	125.6514	130
122	Mexico	126.1402	131
39	Colombia	126.9666	132
26	Botswana	127.5874	133
98	Republic of Korea	131.6397	134
77	Guyana	132.2346	135
175	Suriname	133.507	136
54	El Salvador	134.9185	137
101	Kyrgyzstan	136.7213	138
97	Democratic People's Republic of Korea	137.8406	139
52	Ecuador	138.5736	140
160	Serbia	139.7786	141
96	Kiribati	139.792	142
99	Kosovo	140.1379	143
161	Seychelles	141.0801	144
63	French Polynesia	142.9241	145

4	Andorra	142.9247	146
121	Mauritius	144.9023	147
125	Mongolia	144.9642	148
1	Afghanistan	144.9866	149
185	Tonga	145.2399	150
24	Bolivia	145.9298	151
183	Timor-Leste	146.1952	152
9	Armenia	149.1677	153
71	Greenland	151.1253	154
49	Djibouti	152.2718	155
104	Lebanon	152.6703	156
124	Moldova	152.7724	157
193	Ukraine	153.0989	158
53	Egypt	153.1428	159
18	Belarus	154.4753	160
46	Curaçao	156.1754	161
200	Venezuela	156.319	162
119	Marshall Islands	156.9953	163
72	Grenada	159.7619	164
50	Dominica	163.4615	165
55	Equatorial Guinea	164.4698	166
111	Macao (SAR, China)	166.1551	167
123	Micronesia (FederatedStates of)	168.2304	168
88	Isle of Man	169.0995	169
80	Hong Kong (SAR, China)	169.1785	170
155	Russian Federation	170.2366	171
198	Uzbekistan	172.13	172
116	Maldives	172.7418	173
17	Barbados	173.3352	174
22	Bermuda	174.9637	175
94	Kazakhstan	175.102	176
13	Azerbaijan	176.0575	177
204	Yemen	177.1133	178
163	Singapore	178.4218	179
107	Libya	178.7986	180
131	Nauru	179.0271	181
85	Iran (Islamic Republic of)	181.1646	182
14	Bahamas	181.7556	183
194	UnitedArab Emirates	183.2178	184
86	Iraq	184.2282	185
190	Turks and Caicos Islands	185.6673	186
179	SyrianArab Republic	186.7638	187
3	Algeria	188.0156	188
186	Trinidad and Tobago	188.3854	189
28	Brunei Darussalam	189.6734	190
6	Anguilla	190.4627	191
164	SintMaarten (Dutch part)	191.861	192
173	SintMaarten (Dutch part)	191.861	193

189	Turkmenistan	193.899	194
158	Saudi Arabia	195	195
7	Antigua and Barbuda	196	196
15	Bahrain	196	197
41	Cook Islands	196	198
69	Gibraltar	196	199
73	Guam	196	200
100	Kuwait	196	201
140	Northern Mariana Islands	196	202
142	Oman	196	203
144	Palau	196	204
153	Qatar	196	205
191	Tuvalu	196	206

RESEARCH PAPER FOR IBUISC'18 CONFERENCE
COMPETENCE OF ENTERPRISES AND THE WAYS OF THEIR DEVELOPMENT

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ABSTRACT

In a commercial environment, where downsizing, reengineering, restructuring and high rates of organisational turnover are common, businesses have recognised how easy it is to lose a vital element of their intellectual property: organisational knowledge. An organization's knowledge is built upon the experience of the people that make up the organization and the lessons they learn. In the current knowledge-based economy, the effective management of this knowledge is a significant challenge; people are often unaware of the resources that lie 'hidden' in the heterogeneous knowledge repositories found inside large, modern, international organizations *Dzbor*.

The central task for such organisations is to deal with their knowledge resources effectively, however, this is particularly true for what are now called knowledge intensive organisations *Alvesson*. These organisations and related enterprise solutions employ highly skilled staff, knowledge workers, whose role is essentially one of problem solving. Solving problems in such organisations involve complex, knowledge-intensive tasks such as dealing with abstraction and uncertainty or recognising patterns of organisational behaviour. Decisions often need to be taken in a dynamic work environment and based on data retrieved from several organisational information sources *Vasconcelos*.

The aim is to reveal the ways of enterprises' competence development. The scope is management respectively, IT, economy, business, cognitive thinking. The results suggest that firms need to establish interaction to use external knowledge in new product development, and that this can be achieved by providing a friendly environment that encourages employees to share their knowledge. Results explores the effect that both the unique characteristics of the medium and personal attitudes can have on knowledge sharing and competence management. Conclusions suggest that social loafing, the tendency to let others in the group do the work, has a significant negative effect on knowledge sharing while object manipulation and customization provide only a small moderating influence.

Keywords: management, economy, enterprise, organization, artificial intelligence

INTRODUCTION

In knowledge intensive organisations, organizational knowledge is a product of the expertise, experience and skills of the individuals and workgroups that make up the organisation. This knowledge can be stored in individual's minds, explicitly encoded and documented in corporate information systems, or implicitly embedded in organisational culture, rituals, policy and procedures *Alvesson*. To be effective workgroups in such organizations must not only seek to exploit examples of best practice *O'Dell and Grayson*, improve their efficiency *Zander and Kogut*, and contribute to overall organisational learning, they also need to manage their existing skills effectively *Hansen*, create mechanisms to elicit ideas and innovations *Hertog*, and identify new sources of information *Davenport*.

However, like other organizations, knowledge intensive organizations also face restructuring and high rates of personnel turnover that can lead to problems of knowledge loss *Argote* and knowledge retention *Olivera; El-Diraby and Zhang*. Knowledge management initiatives seek to promote the retention, sharing and reuse of knowledge within an organization to achieve superior organizational performance *Alavi and Leidner; Lesser and Storck*. Knowledge management strives to bring together various techniques for managing a shared and organized pool of organizational knowledge *Zack*. If successful, knowledge management should allow groups to coordinate their activities and share knowledge across time, function, discipline, and business activities - despite the fact that this knowledge may be geographically distributed and stored in a variety of different representations, *Vasconcelos*.

However while the motivations behind knowledge management may appear clear, there are differences of opinion about the means by which to achieve them. The literature on knowledge management tends to divide along two lines *Grover and Davenport; Edgar Serna*. The first focuses on capturing 'explicit' knowledge,

codifying it and storing it in repositories for later reuse, whereas the second focuses on people and communities as sources of 'tacit' knowledge. As computers are simply data processing machines, codification is the only way to make them act as if they are able to store knowledge *Kimble*; consequently, the former approach tends to rely on computer-based repositories for storage and techniques borrowed from artificial intelligence for retrieval *Liebowitz*. The latter approach tends to be less technologically focused with computers simply acting as facilitators or channels of communication in what is essentially a person-to-person exchange *Chu*.

As has been noted before, in reality, all knowledge management initiatives deal with both tacit and codified knowledge *Hildreth and Kimble*. Consequently it is of no surprise that in this special issue, we can find instances of both. For example *Allal-Chérif* and *Bououd* focus principally on the role of people and communities on managing knowledge, whereas *Kimble* and *Sánchez-Segura* focus mainly on codified knowledge.

The concepts of knowledge and competencies are closely related *Hellström; Lindgren and Wallström; Lindgren* and competence management practices are widely used in knowledge intensive organisations *Vasconcelos*. Competencies are the measurable characteristics of a person that are required to perform some specified task in a particular work situation *Klendauer*; thus being able to manage competencies effectively is closely linked to superior performance as competencies represent the knowledge, skills and behaviors that contribute to a firms success *Prahalad and Hamel*. Competence management aims to make better use of human skills and knowledge *Vasconcelos; García-Barriocanal*.

The construction of reliable descriptions of competencies, specifically the creation of consensual models and taxonomies to represent corporate competencies, are significant organizational and design challenges, both within the workplace and across the whole organization *Abel*. Over the past few decades, new research topics have emerged and new competencies have been developed in various knowledge domains *Carayannis; Tarasov; García-Barriocanal*. Trends in management and web techniques, such as knowledge acquisition and elicitation, competency mapping methods, enterprise web management and semantic web technologies, are shaping the companies of the future *Vasconcelos*.

Some examples of these approaches can be found in this special issue. For example *Lacheheub and Maamri* look at creating intelligent business processed using on cloud computing and multi-agent systems while *Kimble* describe a system based on an ontology-driven framework.

1. DEVELOPMENT OF THE SPECIAL ISSUE

The goal of this special issue is to bring together these the two fields of knowledge and competence management by drawing on papers from researchers, professionals, and practitioners to present recent work in the field. In it, we present both the research challenges and the practical outcomes of applying knowledge management techniques to competence management in a corporate setting. This special issue also aims to show the relevance of research and enterprise approaches on competence management in the context of knowledge intensive organizations.

Most of the manuscripts are extended versions of selected papers from the WorldCIST'15 - 3rd World Conference on Information Systems and Technologies, which was held at Ponta Delgada, Azores, Portugal. The WorldCIST conferences have become an important forum for researchers and professionals to exchange ideas and experiences about research problems and corporate solutions related to information systems, technologies, and computer science in general.

The ten papers in this special issue include surveys, literature reviews and case studies as well as articles that focus more on the design and implementation of knowledge and competence management tools. The application areas include education, manufacturing industry and financial services. The topics cover games, knowledge engineering, ontologies and semantic web technologies, collaborative working and learning, and cost management.

2. PAPERS IN THE SPECIAL ISSUE

In 'Uncovering Hidden Process Assets: A Case Study', *Sánchez-Segura*, argue that the IT industry is not making the best use of its intellectual capital, such as process assets - the knowledge used to describe, implement and improve processes - and provide a classification scheme that companies can use to identify such assets. Their article presents a case study of two South American SMEs where the chief executive and chief operations officer used their classification scheme to identify a number of process assets that had not previously been recognized.

The world of higher education is becoming increasingly internationalized. Based on the documentation for courses from the Institute of Accounting and Administration of Porto (ISCAP/IPP), *Gonçalves* introduce a model for identifying and classifying competencies and learning outcomes in higher education - the MICRA model. The model provides an organized and systematic method for classifying course units; the article shows how the model can be applied to Computer Science Course Units of the Accounting and Business Administration degree at ISCAP/IPP.

Gamification - the use of game-like elements in non-game activities - is said to increase participants' motivation and engagement. *Zimmerling*, present a framework to integrate gamification into cost engineering, which they claim provides a systematic approach to managing the knowledge and competencies linked cost reduction measures throughout the life cycle of products. In addition to describing the framework, their article reports on twenty interviews in eight German and Austrian high-tech manufacturing companies which lead to the conceptual model upon which the framework was based.

Cloud computing and multi-agent systems have the potential to construct new business processes in innovative and cost efficient ways. In their paper 'Towards a Construction of an Intelligent Business Process Based on Cloud Services and Driven by Degree of Similarity and QoS', *Lacheheub and Maamri* argue that knowledge and competence management tends to focus on resource allocation and can have a positive impact on costs. Their paper describes an approach to constructing business processes based on the principles of competence and knowledge management, which identifies services that offer the same functionality and classifies them according to their similarity and their quality of service.

In 'Employee Knowledge Profiles - a Mixed-Research Methods Approach', *Sousa and González-Loureiro* provide a comparative case study of the role of knowledge management in two different organizations. Using an action research methodology, they identify several different knowledge profiles - innovators, integrators, organizers, and facilitators - and analyze their contribution to innovation. They show how the integration of knowledge through knowledge sharing routines and promotion of collaborative activities can boost innovation and argue that companies must pay particular attention to how knowledge integration is incorporated into organizational routines so that it becomes part of the organizational culture.

How can codified knowledge in computer based knowledge management systems be used to help manage competences in knowledge intensive organizations? In 'Competence Management in Knowledge Intensive Organizations using Consensual Knowledge and Ontologies', *Kimble*. Examine organizations whose activities are based on the transfer, recombination, and adaptation of existing knowledge - knowledge intensive organizations. They explore the issues associated with the use of tacit and codified knowledge in such organizations and describe the architecture of a knowledge management system based on an ontology-driven framework that supports the management of competencies in a structured way.

Charband and Jafari Navimipour present a systematic literature review of online knowledge sharing literatures from 2009 up to the end of 2015. They found 348 papers; these were reduced to 251 selected studies that were then analyzed to reveal the state-of-the-art with regard to knowledge sharing in online environments. They look at four categories in which knowledge sharing plays a particularly role: online environments, supply chain management, teamwork in projects, and education, and outline topics for future research in these areas.

As with *Zimmerling*, *Allal-Chérif* look at the link between games and competence management. They explore how so-called serious games can improve knowledge and competence management in the context of human resources management inside large organizations. Using the SECI model from Nonaka as their conceptual framework, the authors analyze the performance of three different serious games developed in three separate financial organizations in three different countries. They present a seven-step development process for the creation of serious games and show how serious games can contribute to each of the four phases of the SECI model.

As the rate at which firms develop new products increases, it has become ever more crucial to enhance the absorptive capability of firms. In 'Exploring the Antecedents and Consequences of Technology and Knowledge Integration Mechanisms in the Context of NPD', *Chang* use structural equation modeling to analyze 394 responses to a questionnaire distributed to general managers in January 2015. The results suggest that firms need to establish interaction to use external knowledge in new product development, and that this can be achieved by providing a friendly environment that encourages employees to share their knowledge.

3D virtual worlds appear to be promising tools for collaboration and knowledge sharing. In 'Impact of Object Manipulation, Customization and Social Loafing On Competencies Management in 3D Virtual Worlds', *Bououd* present a study of 144 users of 3D virtual worlds that explores the effect that both the unique characteristics of the medium and personal attitudes can have on knowledge sharing and competence management. The results suggest that social loafing, the tendency to let others in the group do the work, has

a significant negative effect on knowledge sharing while object manipulation and customization provide only a small moderating influence.

To conclude, we would like to thank all participants of WorldCIST 2015; in particular we would like to thank the WorldCIST program committee members and the reviewers for this special issue of Information Systems Frontiers for their dedication and hard work. We hope this special issue will stimulate your interest in this area and spur you on to engage in further research in this area.

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AN ANALYSIS OF YOUTH UNEMPLOYMENT IN KOSOVO: CAUSES, CONSEQUENCES, AND SOLUTIONS

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ABSTRACT

This paper's main purpose is to represent the main causes that lead to youth unemployment in developing countries with a special focus on Kosovo, and the consequences that such a phenomenon may bring. Besides literature from different fields and academics, the main research techniques consisted of one (1) online survey distributed to Universities across Kosovo and the region, and three (3)[16] interviews conducted with renowned academics from Kosovo and the US. From these sources we noticed that the main causes of youth unemployment are inefficient domestic institutions, a minimum wage that doesn't exceed subsistence levels, low quality of higher education, small opportunities for business enlargement, institutional nepotism, low levels of human capital, and high focus on sectors that produce few employment opportunities, e.g. agriculture, rather than industrialization and service sectors. From the aforementioned causes, the consequences associated with them were: huge amount of income losses, national budget deficits, higher number of people living in or under subsistence levels, an unequal Lorenz curve depicting income inequalities across Kosovo's population, "brain drain", and a decline in social welfare as health, education, and household income diminishes. The proposed solutions based on research and empirical evidence are the following: (1) Rapid changes to the market and industry, viz., an emphasis should be given to abundant capital resources in the industrial and service sector e.g. in Kosovo, the Trepqa mines and huge reserves of lignite; (2) Implement a series of policies regarding seasonal and foreign employment; (3) Higher emphasis has to be given to vocational education; (4) Increase of efficient production in the rich agriculture sector; and (5) Attracting foreign investment through "Country Marketing".
Keywords: Youth, Unemployment, Kosovo, Brain Drain, Higher Education

1. INTRODUCTION - THE YOUTH AND THE STATE

The youth are seen as the motor of development that can take many families and even countries out of their impoverished conditions. All individuals that range between 18-30 years of age represent the youth (Durham, 2009). That is, the youth of a country encompasses the most innovative, healthy, and active members of society. These individuals are expected to lead the world into the new age of technology, education, politics, and social diversity. It follows that if a nation wants to flourish and to have a high level of human development, it needs to empower its youth, and the best way to do that is through qualitative education and new opportunities in the marketplace where they can open up their imagination and mindset.

2. THE ENGINE OF UNDERDEVELOPEMNET

The phenomenon that destroys the aforementioned aspirations is unemployment. Unemployment can be considered as the bulk of underdevelopment and economic stagnation, as it won't allow the most innovative and educated individuals of society to accomplish their goals. Even though every country has some level of unemployment, it is exactly youth unemployment in developing countries that can leave these nations for generations in malnourished conditions. Kosovo, the youngest country in Europe is no foreigner to this

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[16]NOTE: The opinion of the interviewees were not mentioned specifically in the article (except for Mrs. Mehmeti as her interview was more of a personal story). Nevertheless, the analysis and explanation is based on the opinions of the interviewees.

problem. Even though Kosovo has the youngest population in Europe with up to 60% under 30 years of age, it also has the highest youth unemployment rate as 55% of its youth have been found not engaging in any kind of profitable activity ("Kosovo Youth Unemployment Rate", 2012-2018). The main causes for these shocking numbers are found in an inefficient market and a low quality of education, whereas solutions can be found again in these two sectors. Youth unemployment in Kosovo and in most developing countries stems from market imperfections and underdeveloped education system/s which can lead to economic stagnation and brain drain; solutions, on the other hand, are exactly effective markets and qualitative education.

2.1 Explaining the Engine: Unemployment—Defined

In the contemporary world, unemployment, by many governments is considered as the state of an individual who is eligible to work, meaning healthy and willing, but there are no jobs currently available; on the other hand, one cannot consider a person unemployed if they are not putting effort towards any productive activity ("unemployment", 2017). Such a denotation of unemployment brings light upon the misconceptions that a person who is voluntarily idle is considered unemployed, which is a wrong perception. At a certain point in time, idleness was a penalized act, since unemployment rises outside the control of a worker ("unemployment", 2017). Thus, unemployment as such is a result of a condition where the person willing to work is not a contributing factor.

3. SURVEY AND RESULTS

Our hypothesis stated: "Youth unemployment in Kosovo is caused mainly by government and market failures such as nepotism and market inefficiencies". However, the data and literature we gathered supported this view only in part. It seems that the majority of the 232 respondents stated that low wages are the number one factor that contributes to unemployment. Education quality was the second factor, whereas Nepotism and Gov. Policies were on the 3rd and 4th places respectively. An overwhelming majority supported the view that higher levels of education play a role in finding a well-payed job. Moreover, a steady majority declared that they would leave Kosovo in order to find a better job (or a job, to begin with) in foreign countries predominately Western countries. Below are detailed statistics that visualize our main findings.
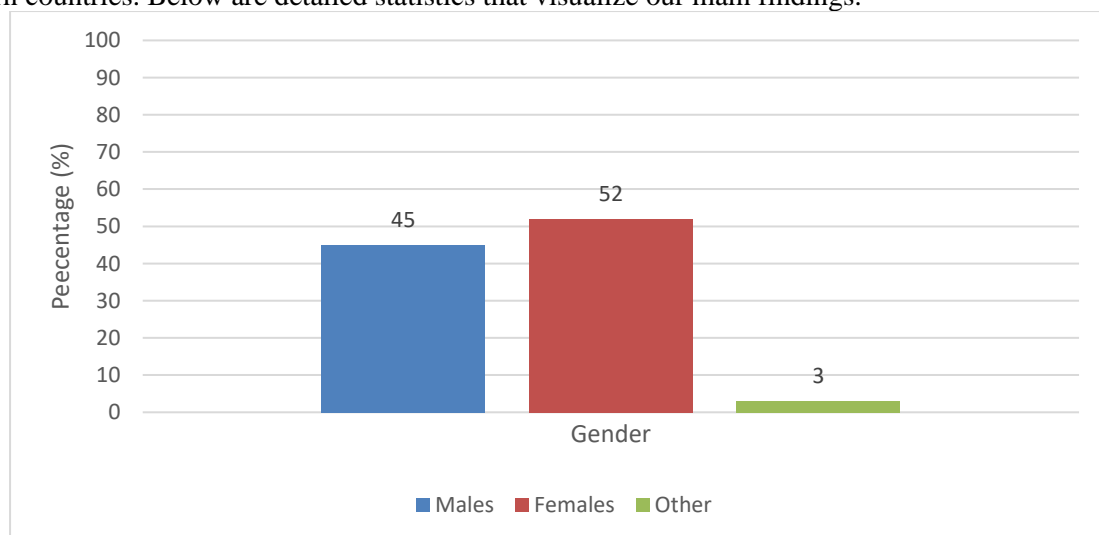
Figure 1. Gender of Respondents
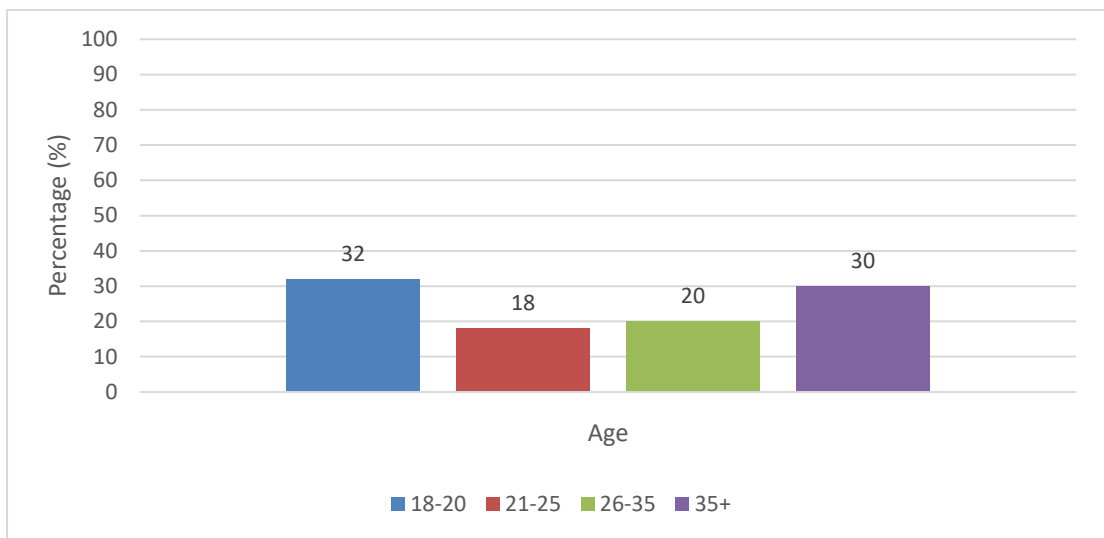
Figure 2. Age of Respondents
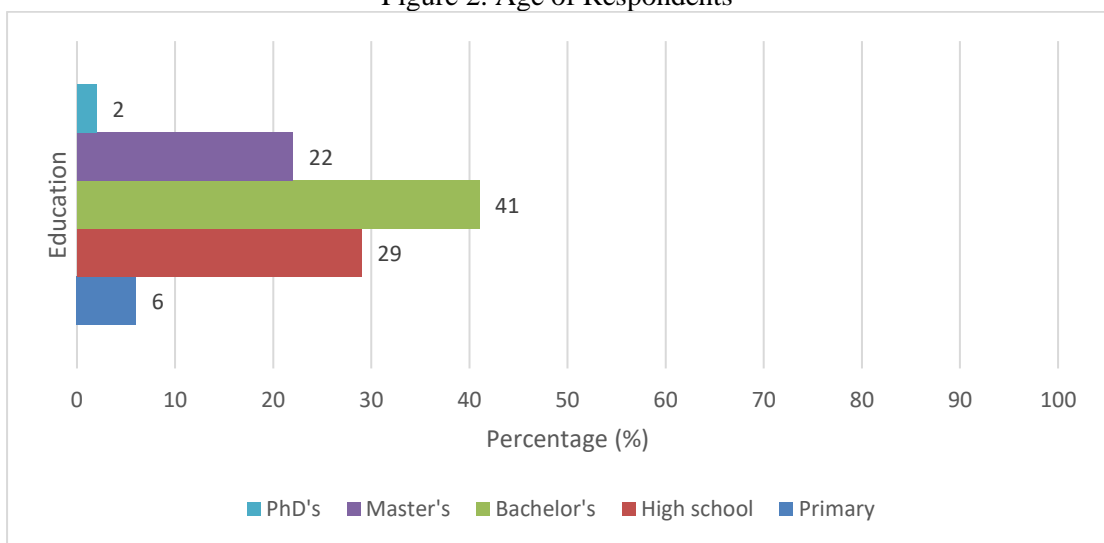
Figure 3. The education level of Respondents
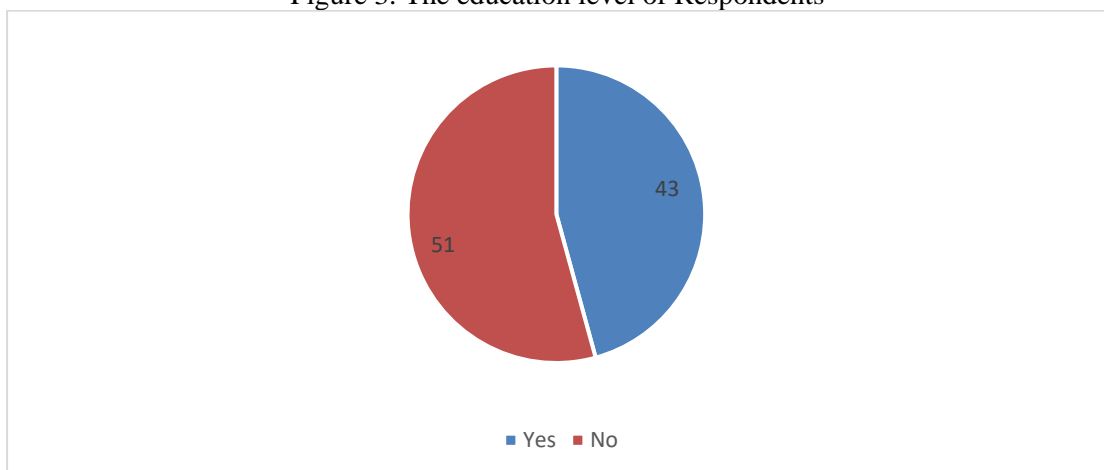
Figure 4. Employment status of the respondents
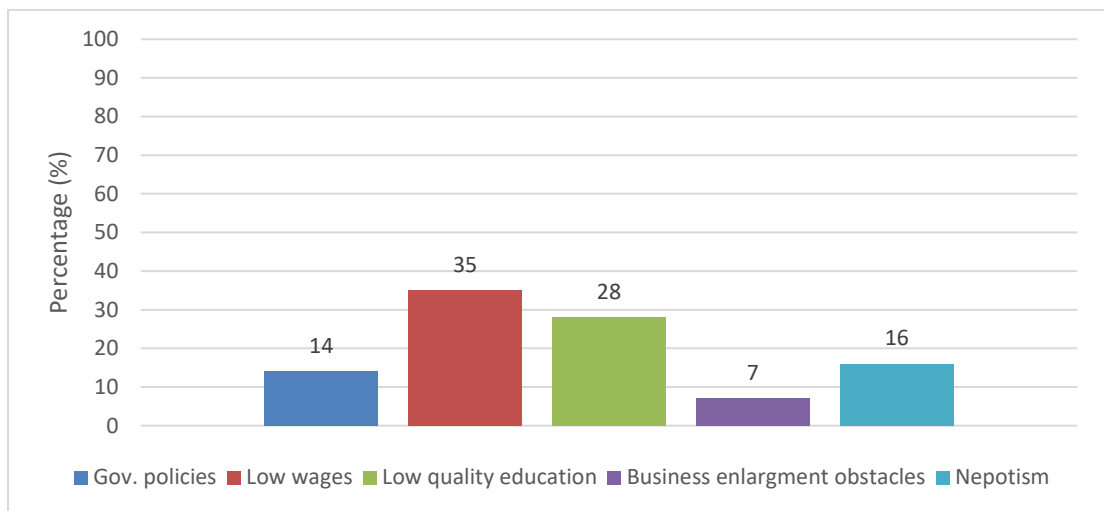
Figure 5. Respondents answers regarding the causes for youth unemployment
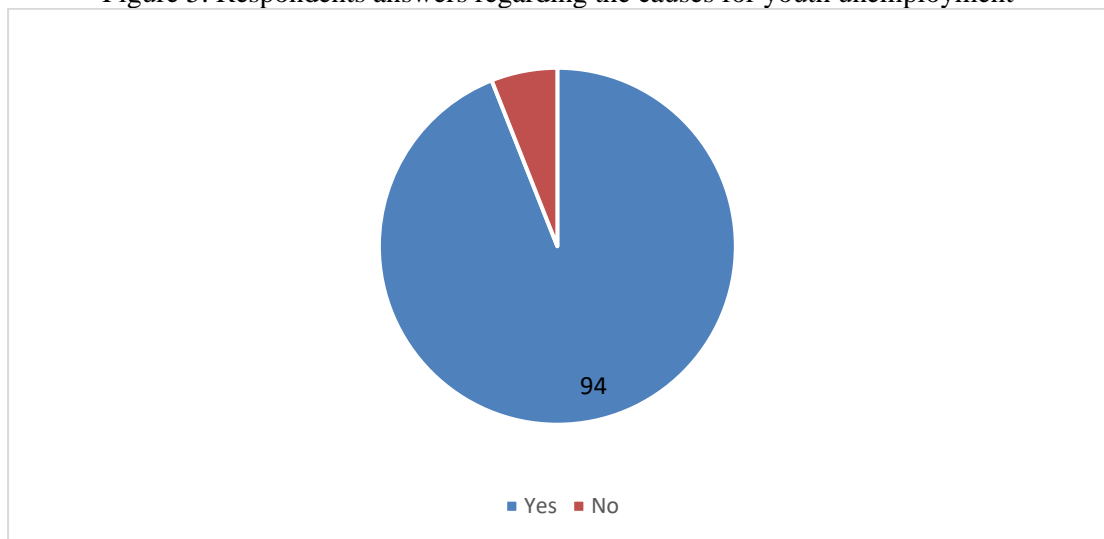
Figure 6. Respondents answer for the question: *Does Education play a role in finding a well-paid job?*
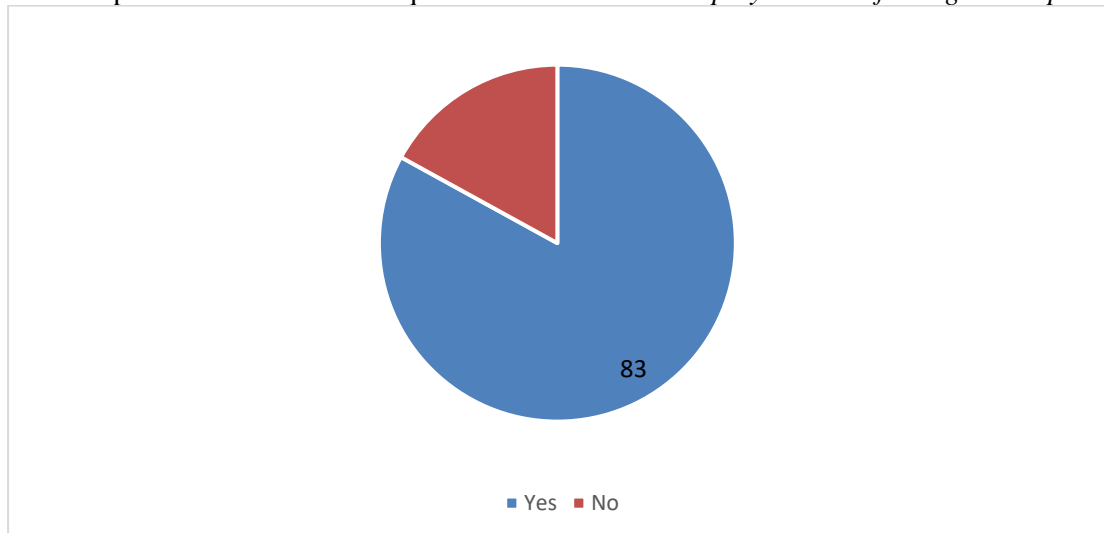
Figure 7. Respondents answer for the question: *Would you migrate to another country to find a job?*

4. CAUSES OF YOUTH UNEMPLOYMENT

4.1. Inefficient Domestic Institutions

From a market point of view, someone may pose the question(s): "What have institutions to do with unemployment?" or "Isn't the market supposed to create jobs and not the government?" As the governments share of the entire economy of a country (especially developed countries) has increased in terms of increased expenditures for government programs and services, its connection with the private market has increased as

well (Hyman, 2011). If we look at the circular flow model (figure 8), we can see that the government as an entity is at the center of the model. The government will receive taxpayer money from household and firmswhile giving services such as national defense, and from the market, it will take factors of production while giving them money to pay for these inputs (Hyman, 2011).

The financial resources that the private market receives from the government will be crucial to making savings and investment that have the capabilities to create new jobs. In such a way, the market and the government and linked with one another. However, due to inefficiencies in public institutions, the money that these companies receive from the government when the market gives the institutions inputs for the production of products and services, will not be used for saving and investment (i.e. employment in the long run) but it will be used for insurance and consumption programs (Hyman, 2011). These negative externalities are because of several issues that will be examined below.
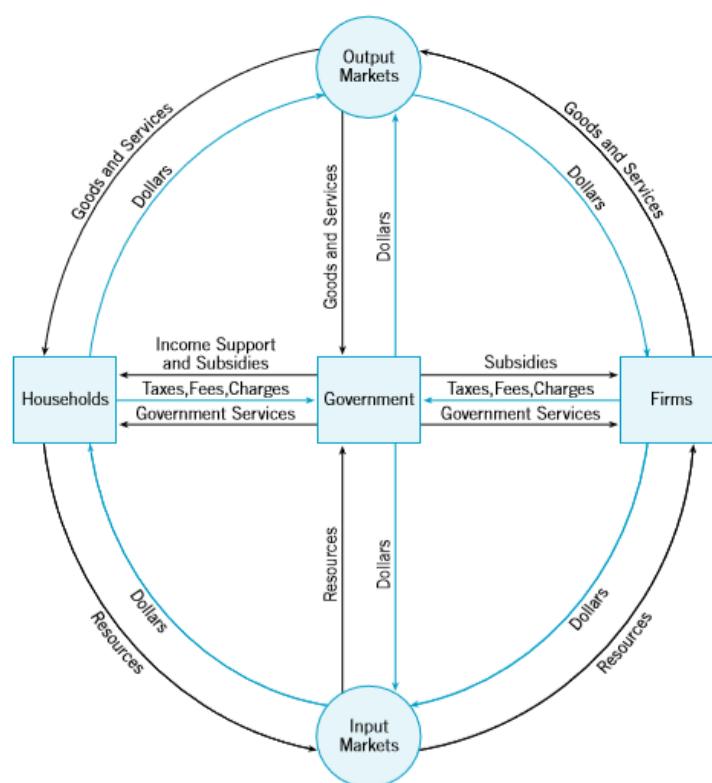
Figure 8. Circular flow model[17]

4.1.1 Fiscal Policy

The first in line inefficiency of public institutions that hinders employment is fiscal policy. This type of government activity determine the tax bases, revenues, and expenditures associated with government projects (Hyman, 2011). Current fiscal policy in Kosovo is concentrated in income tax, VAT tax, and corporate tax. This type of taxes (excluding the VAT tax) will tax saving as well, lowering the amount of saving, thus declining opportunities for investments and jobs (Schiff, 2011). For example, the income tax is paid directly from the money income while that money could be used for savings purposes. In other words, these taxes do not allow job creation as they disincentives savings and investments.

4.1.2 Savings ration.

Another important element that stems from fiscal policy is the savings ratio. It essentially tells us the link between savings and economic growth. Higher savings will mean a much higher GDP (Todaro& Smith, 2011). The Harrod-Domar model gives us the following equation:

$$\frac{\Delta Y}{Y} = \frac{s}{c} (1)$$

[17]Source: Hyman, D. (2011)*Public Finance. A Contemporary Application of Theory to Policy*. *South-Western CENGAGE Learning*. 11th edition. Accessed Print. July 25, 2018.

This equation means that more savings mean more growth, while a higher capital-output ratio means less growth[18]. In Kosovo's case, the savings ratio is at a steady rate of 23% ("Gross Savings-Kosovo", 2017). In other words, up to 23% of the total GDP is saved.

Government regulationsare forcing employers to cut down the number of hirings. For example, government laws that demand employers to set a higher minimum wage, pay expensive health insurance, unemployment insurance, and a social security payroll tax, all contribute to increasing the costs that businesses have to face (Schiff, 2011). In order to avoid these outrageous costs, the businesses simply hire fewer workers.

4.2 Wages under subsistence levels.

For a decent existence, one should have a run-on income be it weekly, monthly or yearly. That is, such periodic income, usually given monthly in many countries is called a salary or a wage (Subsistence, 2007). However, people occasionally get the wage that is sufficient to cover their domestic and non-domestic expenses. Meaning that, even if we look at ancient times, there were differences in payments and prices of peoples and goods that were offered. A job of a cleaner is paid less than an administrative job. This comes due to various reasons, sometimes because of lack of proper education for certain people which then do not qualify for a higher paid job. In Kosovo, and in many other developing countries, the wages that workers get differ a lot depending on the profession. But, what if one was to calculate the average or even the minimum wage and find out it does not exceed the subsistence levels? A minimum wage of a country is the "lowest wage legally permitted in an industry or in a government or other organization" ("Minimum wage", 2018). To put it differently, a minimum wage represents the lowest level a wage can go within the legal framework of a country's state and non-state actors. Whereas the subsistence level represents "[t]he maintenance of a basic level of living, below which needs are not met" (Subsistence, 2007). So, having in consideration both definitions, we can infer that if a minimum wage of a country is below the subsistence level, then we are referring to suffering rather than living. Let's narrow down to Kosovo and some of the most recent data presented by "LevizjaFol" in September 2017. According to their study on "The minimum wage and its effect on employment", the minimum wage is calculated with the Kaitz index as follows:

$$\text{Kaitz}_{it} = \frac{sectoral\ minimum\ wage}{Median\ state\ wage} (2)$$

To put it into words, one can calculate the Kaitz index if one knows the sectoral minimum wage and median state wage by simply dividing one with another. In Kosovo, this coefficient runs around 130-170 euros per month depending on the age of the worker; where up to 35 years old will receive 130 euros, older than that will receive up to 170 euros (LevizjaFol, 2017). These measures are catastrophic for a Kosovan because of the never-ending needs and the low income to fulfill them all. With 130-170 euros per month, one is unable to secure shelter, food, and other expenses related to a decent life; not to begin with mentioning if one has a family of more than 2 members to uphold. How does this ultimately rise unemployment? Because as indirect as it may look, with 130-170 euros one cannot afford higher education, hold a bachelor or a master's degree hence does not qualify for a job at all.

4.2.1 Consumer price index

Note: The statistics presented below are taken from the study on "Comparison of the worldwide costs of living."

Table 1. Consumer Price Index, Average & Minimum Wages for 7 different countries[19]

State	Cost of living index	Average wage	Minimum wage/month
10. Kosovo	110,7	321 USD~ 277.53 EUR	130-170 EUR
11. Luxembourg	109,7	5966 USD~5158.11EUR	1,998.59 EUR
12. Sweden	109,7	4564 USD	N/A

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[18]$\frac{\Delta Y}{Y}$Growth rate, c-capital-output ratio, s-savings ratio. Capital-output ratio—"A ratio that shows the units of capital required to produce a unit of output over a given period of time" (Todaro& Smith, 2011).

[19]Stats: Worlddata.info. (2018). Cost of living in a global comparison. [Online] Available at: https://www.worlddata.info/cost-of-living.php [Accessed 3 Aug. 2018].

17. Finland	105,2	3753 USD	N/A
29. Germany	90,3	3662 USD	1498 EUR
89. Serbia	40,7	443 USD	209 EUR
90. Albania	40,0	348 USD	170 EUR

The above table indicates clearly the condition Kosovo stands in comparison with a very rich country that stands one place below. Ironically, Kosovo has smaller average wages and minimum wages than Luxembourg, Sweden, Finland and Germany but somehow has a higher cost of living index. The cost of living index only shows the most necessary items such as flour, water, milk, oil and other requisites. What this index does not show, however, are the immense costs that follow with getting a bus ticket downtown, a membership in the municipality's library or affording a bicycle rather to using public transportation. Let one not be confused by the average wage, because such wage is calculated taking in consideration even the highest paid jobs such as the Prime Minister's and ministers monthly income which to no surprise surpass more than 100% the minimum wage allowed by law. Even in comparison with Serbia and Albania, its nearest neighbors, both the index and the average wage differ regressively for Kosovo.

4.3 Inadequate pre-higher and higher education

Amongst the other causes, education is crucial to determining the roots or genesis of unemployment. Given the facts that having an exemplary education will provide exemplary individuals, below we shall see the very reasons behind such situation divided into pre-higher and higher education levels as most worthy and decisive.

4.3.1 Pre-higher education

Finishing pre-school and middle school does not (for many people) mean that they are going to continue the other higher education levels. Even though, in accordance with almost every democratic government, high school or pre-higher education has become a requirement; many people fail to complete it, some for personal reasons but mostly due to financial obstacles. Pre-higher education is very important for one's interpersonal development. It is a career deciding period of time where one will choose what higher education will receive. While in most developing countries, a lot of educational systems are being tried out, meaning they are in an experimental phase; Kosovo is in this acclaimed experimental phase as well. Kosovo's Education Center (KEC) in 2014 has developed a brief situation analysis over education in Kosovo and released it online for the public's free access. In that 24 page analysis, divided into sections, the pre-higher education system unveils that: "Kosovo Curriculum Framework has been piloted in 10 schools, whereas preparations were carried out to include 114 other schools in piloting from September 2014" (Kacaniku, 2014). And by the time we reached 2018, from 2014 until now, to our unfortunate terms, all 114 others have been carried out as well. Further, the same analysis emphasizes the main challenges that this sector of education faces, which are equivalent to why they produce unemployment as a consequence:

> "The large number of students in classes, especially in upper secondary education (gymnasium) in urban areas, where the number of students per class is sometimes over 40; limited capacity of the Office of inspection as well as the MEDs for monitoring and evaluation; limited capacity of MEDs to exercise the legal authorization given with the decentralization of education; insufficient capacity of MEST and MED to properly administer national tests, consequently, national tests this year have been associated with many irregularities; Serious problems in the process of teacher licensing; Implementation of documents dealing with school safety and violence prevention" (Kacaniku, 2014).

This means that overloaded classes from students with sometimes up to 40 per class are creating a non-transparent student-instructor relationship because instructors only meet each student in the period of assessment and not during office hours where they can find out potential talents from them. Other than that, there isthe limited capacity of the adequate actors who inspect and monitor important tests such as Matura and PISA which then are followed with irregularities and a barely existent implementation of laws against violence around schools.

The reasons mentioned above encapsulate the consequences of the inadequate treatment of pre-higher education in Kosovo.

4.3.2 Higher (University) education

Interesting enough, there are not so many differences from the aforementioned education and the education being elaborated in this section, as some problems result to be the same. After finishing high school, students are expected to continue a degree, be it an associate or a bachelor's in the field of their preference. However, even if one is sure of their choice, the system faces some internal challenges that need to be addressed and rebooted as soon as possible by the government. In the same analysis as in the section above, five other challenges are found in this level of education as part of inadequacy. This study stresses the lack of transparency shown in public discussions, limited budgets, unsatisfactory managerial skills and overall malfunction of administrative work. A noninvolvement of relevant actors could lead to insufficient educational reforms which broaden the problem. As claimed, budget limitations lead to lack of proper research institutes and low international cooperation which then produce a poor quality of studies and an 'outdated' staff which surpasses the age of 63-65 years old (Kacaniku, 2014). Another important measure to be taken is the additional focus in the involvement of minority communities so that when the employment rates rise, they are linear in comparison to the majority communities in Kosovo.

To broaden the discussion, practicality in schools is as rare as blue roses. Students are engaged and loaded with a lot of theory, but rarely do they get the chance to put the theory into practice. This harms their ability to remember things and the ways how to put them to good use in real life. The least a developing country needs and wants especially in the transitioning period is to have individuals who cannot use the important information learned throughout high school years further into higher levels of education.

As health and education are correlated, a low-quality education will have impacts on the quality of health. Health will determine school attendance, successfulness, higher ROI as healthier individuals will be more productive, and external benefits such as educating others (Todaro& Smith, 2011). Education, on the other hand, improves health. Many expertise needed regarding healthcare are learned in school environments, hygiene increases, and we will have increases in investments in health development (Todaro& Smith). If one of these two sectors is malfunctioning we will inevitably have low human capital assets.

4.4 Insufficient opportunities for business enlargement

There are existing opportunities for groups of people or even individuals who want to open a new business. In fact, for all of the entrepreneurs out there, if you look in the official website of KBRA (Kosovo Business Registration Agency) you can fill out a form online and register your business. Looking at the statistics, in Kosovo, in the official reports by the Kosovo Agency of Statistics, there are 2636 enterprises that were registered only in the second trimester of 2018 (KAS, 2018). If we calculate how many businesses were registered between 2013-2018 we get around 46,000 businesses in total. Let's hypothesize that only 50% of these businesses need expanding or enlargement. That equals with 23,000 businesses that need require such opportunity. And while FIQ, KCIC or US Embassy alongside with Kosovo's government offer in their websites opportunities for business enlargement, they cannot cover all of these businesses sufficiently. Then, insufficient expanding means fewer employers, fewer job opportunities, fewer costumers. Realistically enough, people are prone to visit a business that is large and appealing to the public eye rather than a business which looks 200 years old. Fewer visitors leads to no point in keeping the business alive. In these very simple hypothetical steps, one is able to clearly differentiate how insufficient business enlargement opportunities can shut down a family and their employee's financial resource.

4.5 Institutionalism nepotism.

Although nepotism to some people may sound ambiguous when contemplating the issue of unemployment, there is so much that is wrong about it that needs to be outspoken. Firstly, nepotism is appointed as, "[f]avoritism in hiring or appointment practices, especially toward relatives or people known through family connections" (Nepotism, 2015). Said differently, nepotism highlights the cases where people are favored because of some relative with power and control over certain practice. So, if one had an uncle working in the Ministry of Education, then getting to work there as an agent, secretary or any kind of work without passing an interview other employment procedures is considered nepotism. Here is what's ambiguous about this situation and the employment rates. One may raise the question: Why are you shouting at nepotism for being a cause of unemployment when people get employed by such cause? Well, nepotism many times employs people who are not adequate for the job they get, thus leaving jobless powerful and notable individuals who more than just qualify for those jobs. Nepotism in Kosovo happens almost everywhere, and fearlessly speaking people get accepted in a job more through nepotism practices rather than a fair competition. This is detrimental

for the people who spend half of their lives in pursuit of a job who they will make their living out of, and then get knocked out by negative habits of their own society.

4.5.1 Interview[20]

Aspecific example, extracted from a personal interview, is with Liridona Mehmeti, a new MA in Albanian Language and Literature. Her academic journey even though she holds a high professional degree has been cut off many times when she tried to apply for a job in Gjilan, the municipality where she lives. She even spoke out loud about it in social media by issuing a brave statement telling that instead of herself (a student with straight A's) a person who is related to the head of the municipality, Mr. Haziri was instead enrolled in the job she applied for while not meeting the qualifications provided in the job posting. She has been extremely loud the past two years about her condition and has never received any help on bringing justice in its place. She claims: "I have tried many times to show people the level of nepotism that runs inside and outside our municipality, whenever there is a job available, but none would listen"(Mehmeti, 2018). It is rather a sad story but a strong reality developing countries such as Kosovo's citizens face often. If nepotism would stop, people worthy of the jobs with influence would help then increase the job opportunities for other people who deserve to be employed as well. If nepotism does not stop, more and more people will try to flee the country and serve for others when instead they could do amazing things here.

5. CONSEQUENCES OF YOUTH UNEMPLOYMENT

From the aforementioned causes that create youth unemployment, there are many consequences that further deepen this problem. "Brain Drain", a Lorenz Curve depicting income inequalities, national budget deficits, and a decline in welfare and living standards, being the most important aspects that derive from a high unemployment rate of the youth. These phenomena can be seen in the majority of developing countries, including Kosovo.

5.1 "Brain Drain"

When individuals—in this case, the youth—see that they cannot prosper in their own neighborhood or city, they will tend to move to another location that has a higher probability in offering them desired and profitable opportunities. In such a way, youth will tend to migrate internally, moving for example from the current geographical area they reside such as an agricultural village, to the capital of their country where they can have more chances to open a business or find a job that will fulfill their expectations and needs. However, a problem arises when a certain portion of the youth cannot find employment opportunities inside their country of residence. In order to find a way to earn a living and to escape financial struggles, these people will leave theirhome-country and migrate to another country. This is the so-called international migration. When the brightest individuals such as doctors, engineers, professors, and economists leave their country of origin to find jobs in countries where the rate of development is higher, their home-country is experiencing brain drain (Todaro& Smith, 2011). In such a way, when a country loses its most educated and innovative leaders, it is also losing its "brain" because these are the individuals that can alleviate that nation into a higher level of development.
Brain drain creates a negative chain of effects that are commonly called a threat multiplier. When many educated and professional individuals leave a country, then the rate of economic development will fall. This decline in growth means fewer investments in the private sector that will lead to declines in worker productivity as workers will have less capital to work with (Hyman, 2011). Drops in the human and productive capital will be associated with lower incomes which ultimately will cause lesser levels of welfare, education, and health (Hyman, 2011). In other words, brain drain can have consequences for entire generations especially in the fields of education, healthcare, and quality of life. The majority of developing countries face this problem. For example, Ghana lost up to 70% of its doctors and medical experts to the EU and US, which lead to mass disease outbreaks in Ghana (Todaro& Smith, 2011). While Kosovo is still on better grounds regarding brain drain, there is a trend that this phenomenon can happen in the near future if the youth cannot find employment in Kosovo (Dennier&Harmenberg, 2014).

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[20] Interviewees: Myrvete Zeqiri, Professor of Economics at the University of Prishtina, College of Economics Arta Grubi, Human Resources Manager, IPKO Telecommunications, and Liridona Mehmeti, MA in Albanian Language and Literature.

5.1.1 Short-term benefits of Brain Drain

Interesting enough, there seem to be short-term benefits from brain drain. When unemployed individuals leave their country, their home-country government will not finance them anymore through income security or social security programs such as monthly allowances or unemployment insurance (Hyman, 2011). The government can use these freed financial resources in other activities such as improved education or healthcare. Furthermore, these migrants either legal or illegal will send some of the income that they earn in the developed countries to their relatives at home. These resources are called remittances (Todaro& Smith, 2014). For example, the Kosovo Diaspora sends up to 457 million EURannually to their relatives in different cities around Kosovo ("Study on Remittance in Kosovo", 2013). Unfortunately, these remittances are primarily used for consumption and luxury goods such as food, cars, and houses (85%), up to 10% of this amount is used to pay off debts, and the smallest amount is used for investment in education ("Diaspora as a Driving Force for Development in Kosovo: Myth or Reality?" 2009).

5.1.2 "Brain gain"

However, the most important plot twist that brain drain may accomplish is "brain gain". If the younger generation becomes aware that they have higher probabilities of leaving their country and finding a well-payed job in a developed country because they are more educated, they will tend to learn more and use technology is a broader scale (Todaro& Smith, 2011). That is, the succeeding generation will try to accomplish what the previous generation did, namely increasing their education level so that they can leave their birth country. However, this will cause a brain gain for the country as more doctors, physician or professors will find it more difficult to leave their country because of severe regulations for international migration, especially in the US. In other words, they will inevitably start businesses or services in their country of origin (Todaro& Smith, 2011). For example, there is a clear trend in Kosovo that doctors have higher chances to migrate in Germany and Western Europe than any other profession. This is also why today at the University of Prishtina even though only 120 freshmen will be accepted in the College of Medicine, the applications go up to 2000!

5.2 "Lorenz Curve"

As more of the youth become unemployed, their share of the country's total GDP drops. This is especially visible in developing countries where the youth compromise the steady majority of the population. In other words, even though younger people are a majority in developing countries, their income and asset ownership in relation to the annual GDP of the country is lower than that of the wealthy minority.

This type of income inequality in quantitative terms can best be explained through a Lorenz Curve. According to Todaro& Smith (2011), a Lorenz curve represents "A graph depicting the variance of the size distribution of income from perfect equality". That is, it will tell how much is income distributed equally in a country. Perfect equality would be achieved if the income that is received equals the number of people that acquire that income (Todaro& Smith, 2011). For example, 25% of income is given to 25% of the total population. The Lorenz curve simply analyzes how the actual distribution of the income in a country differs from perfect equality. The further the Lorenz curve from the equality diagonal, the larger is income inequality.

It is interesting to note that the differences in developing countries regarding income inequality are very astonishing. Some of them have high inequalities regarding income while some have minimalistic differences. For example, Namibia has an extraordinary income inequality level with up to 65% of income taken from the highest 10% of the population, while the lowest 10% receive only 0.6% of the total national income (Todaro& Smith, 2011). Other developing countries such as Bulgaria have very low-income inequality levels (Hyman, 2011).

5.2.1 Gini coefficient

In order to calculate the exact level of income inequality from the Lorenz curve, we use the GINI coefficient. This coefficient ranges from 0% to 100% or from 0 to 1 (Hyman, 2011). The closer to 1, the income inequality increases, whereas closer to 0, the inequality based on income decreases. From Figure 9 we can see the income inequality in Kosovo.
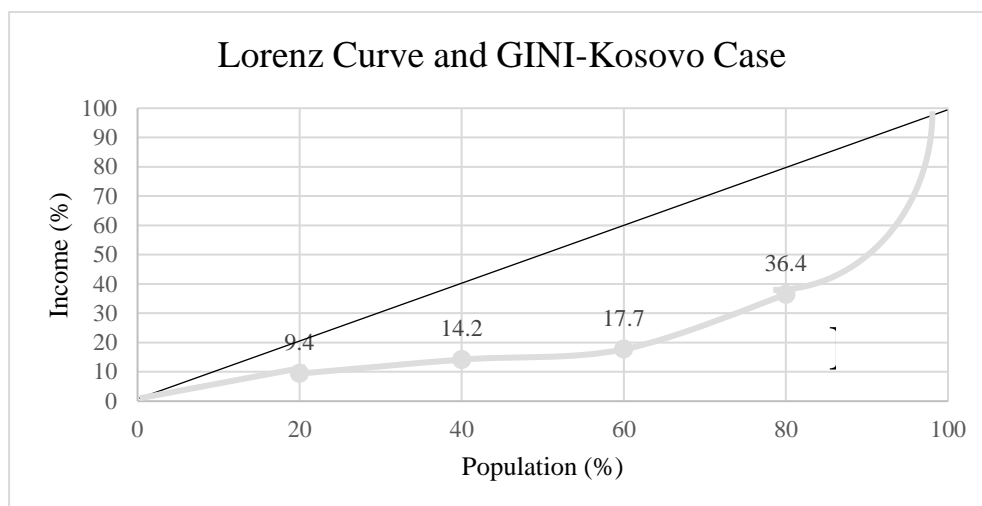
Figure 9. Lorenz Curve and GINI-Kosovo Case[21]

It is clearly visible that the Lorenz curve is away from the perfect equality curve. In Kosovo, the lowest 20% of the population receive 9.4% of the national income (relatively unequal), whereas the top 20% receives up to 36.4% of income. This means that the middle class is squeezed and receives only a small portion of national income. As their income levels are lower they tend to have a reduced access to better healthcare in private hospitals and a lower amount of qualitative or expensive assets. To calculate the GINI for Kosovo we use the formula below:

$$GINI\ Coefficient = \frac{Area\ A}{Area\ (A+B)} \qquad (3)$$

According to World Bank data (2015)[22], Kosovo's GINI index was 26% which represents on average an equal distribution, however, more income is still taken from the upper 20%.

As our previous discussion presented, the youth represents the squeezed middle class of Kosovo as 60% of the country population is under 30 years of age. This means that this part of society has a shortage of income due to unemployment.Other factors that are responsible for a highly unequal Lorenz Curve are social fragmentation, i.e. ethnic and religious minorities have alarming rates of unemployment in most developing countries, gender discrimination, unequal asset ownership, and so forth (Todaro& Smith, 2011).

5.3 "Budget Deficit"

Another very important consequence that steams from youth unemployment is an increased budget deficit. Whenever revenues that are collected from different government taxes fall short of increased government expenses, we will be faced with budget deficits (Hyman, 2011). Deficits will induce for the government to borrow funds from private lenders, be they internal such as the general public, or external i.e. foreign banks or governments (Hyman, 2011). Budget deficits are not favorable for the economy of a country as they will create inefficiencies.

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[21]https://tradingeconomics.com/kosovo/gini-index-wb-data.html
[22]https://data.worldbank.org/indicator/SI.POV.GINI?locations=XK-XP
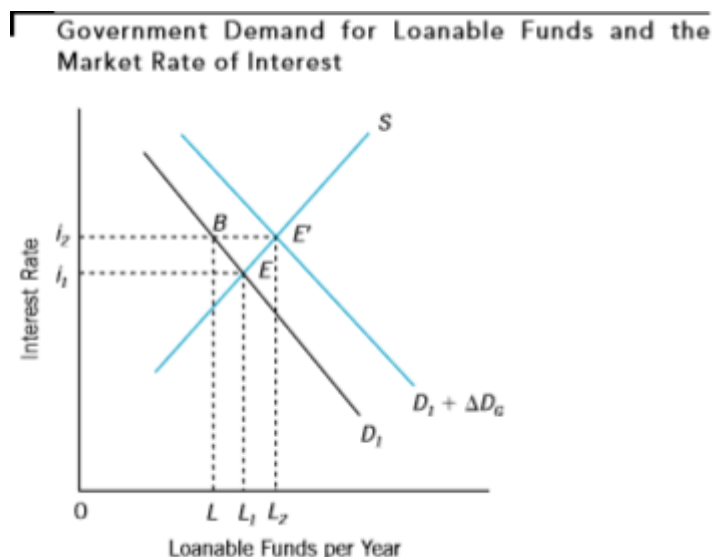
Figure 10. Government Demand for Loanable Funds[23]

As the figure explains, borrowings from the federal government will lead to increases in the market interest rates as the demand for funds will increase, and in order for the funds to be offered for the government, the suppliers of funds will increase the interest rates. Even though the government will accept these increased rates, the private investors will demand fewer funds as these increased rates will increase their costs. The decline in funds will decline investments and this will, in turn, reduce employment opportunities and labor productivity. Now, when more and more people become unemployed, the government will take less revenue from the citizens as their income has declined due to the recession. Also, the government will have to increase expenditures as more individuals will become eligible for government programs such as unemployment insurance or transferable programs. In such a way, expenditures will outweigh revenues, and the government will be forced to take loans and borrowings in order to finance the increased expenditures (Hyman, 2011). The end result will be budget deficits.

5.3.1 The Burden of Budget Deficit

Another very important issue that has to be analyzed is the burden of the budget deficit. As these deficits are borrowings (internal or external), they have to be paid at some point. In the year where the deficits will appear, there will be some decrease in taxes for current taxpayers as the borrowing has stabilized revenues and expenditures (Hyman, 2011). However, future generations of taxpayers will have to bear the greater burden of the debt as they will have to pay higher taxes in order for the government to pay the interest rates of the debt (Hyman, 2011). These taxpayers will suffer a real reduction in income. As income is declined, welfare also declines (Hyman, 2011).

As more people become unemployed, they will qualify for government programs, e.g. unemployment insurance. The number of unemployed will reduce the revenues that can be collected for financing government activities. In order for the government to continue its expenditures, it borrows funds. The increased market interest rates will induce for private investors to reduce their demand for borrowed funds. This will make a deduction in investments and employment opportunities. This process will create a cycle of poverty and underdevelopment (Todaro& Smith, 2011).

6. SOLUTIONS

6.1 Industry and Market Change

Kosovo as a young country taking its baby steps towards a rich market and industry can well be improved if certain changes happen. While Kosovo's main partnerships for trade are inside the EU spreading partnerships outside the European continent would reverse the current unemployment situation (Market Overview 2017).

[23]Source: Hyman, D. *Public Finance. A Contemporary Application of Theory to Policy*. *South-Western CENGAGE Learning*. 11th edition. Accessed Print. July 25, 2018.

Existing businesses would increase their capacities while partnering with other businesses across continents and as such employing more people. According to *The Guardian,* besides the aforementioned detail, a change should happen in the way people living in Kosovo are linked with the current opportunities for employment. Let's focus more on empowering women making changes in international markets, help minority communities such as RAE to start their "collecting recyclables" initiatives, and also a change in the country's present social enterprises from the status of an NGO to a legal business to transpire (Meaker 2016). As advised by various international organizations such as World Bank, Kosovo should: "[A]ddress the infrastructure bottlenecks, particularly in energy; create an environment more conducive to private sector development" ("Kosovo overview", 2018). This means that, Kosovo must strive towards a system that will eventually employ more people by encouraging industrial and service sectors e.g. Trepqa mines as it has immense power to do so. In a statement provided for Zëri Newspaper, Mr.PetritGashi the head of AKP- Privatization Agency of Kosovo claimed that Trepqa as the biggest mine in Kosovo can yield a profit of 4 billion euros per year as it has minerals worth 2 trillion euros inside (Gecaj, 2017). Given such statement, the road is paved for Kosovo to conquer the battles of economic growth by simply investing on small changes and tailor the attention in its abundant resources.

6.2. Implementing a series of policies regarding foreign seasonal employment

Having explained that Kosovo has one of the youngest youth population around the Globe, a rather logical connection between youth and employment around the globe follows. In other words, the age, energy, will,and opportunities exist, so why not use them to our advantage? An additional solution to lessening the unemployment rate is foreign seasonal employment. According to *The Muse*, this kind of employment can easily tackle the issue of unemployment, by enhancing the wallets of individuals and providing nicer holidays for them ("Themuse.com", 2013). This means that individuals will have more money to spend, not just for their basic necessities, but also be able to afford holidays after their loaded work days. For this to happen, Kosovo is suggested to implement a series of policies regarding such job openings. Especially during the season of summer where the agricultural sector of so many countries needsa workforce to be able to harvest the food for the rest of the year, employers are needed immensely ("Seasonal Unemployment", 2015). Further, Germany is seeking for seasonal employers specifically from Albania and Kosovo, so that it could help with their e-rates but seems like the visa liberalization could be a problem. Therefore, with such seek of Germany, the quest for policy-making and work towards liberalization of visas helps the current situation. For instance, 50 000 people are requested to work in the sector of senior house care and health sector in general (IndeksOnline, 2018). This means that unemployment can be alleviated by determining policies that will break down the walls for youth to accept foreign seasonal jobs.

6.3 Emphasis on vocational education

Vocational education has never sounded a better idea,especially in the 21st century to solve some of the newest puzzles that certain discussions may bring up. As *The Columbia Encyclopedia* puts it, "vocational education is a training designed to advance individuals' general proficiency, especially in relation to their present or future occupations" ("Vocational education", 2017). To put it differently, attending a vocational education of sorts, a person is expected to enhance their general knowledge while being engaged in training based on possible occupations that could turn into future endeavors. Vocational education helps soothe joblessness by offering coaching and support over people's professional development, thus making one interesting and hirable (Kartik et al. 2016). Kosovo in the meantime, "received a sum of 10 million euros (only second to Albania's 11.4 million euros) from the European Commission in 2008 for, among other things, VT capacity building and employment promotion" (Ahmetaj et al. 2016). Hence, Kosovo has the budget to push such amazing professionalism booster towards its youngsters and make them of a higher standard in terms of employment.

6.4 Increased production in the agricultural sector

Given that Kosovo is very rich and potent both in the agricultural and industrial sectors; having stressed market and industrial changes, the agricultural sector must indulge an increasein production. MemliKrasniqi, Minister of Agriculture, Forestry and Rural Development in 2015 claimed that: "Agriculture is without a doubt among the most important fields to the economy of Kosovo, with great potential, that can also draw foreign investments" ("Agriculture, the sector with the most potential for foreign investments" 2015). This means that the government of Kosovo is well aware of the country's potential in the agriculture sector, therefore, a boost imposed over this sector is crucial. USAID mission in Kosovo also included a considerable focus on such

matter. One specific program implemented by them called "Agricultural Growth and Rural Opportunities" is ongoing until 2020. Since the beginning in 2015, they have been improving this sector by linking farmers with new technologies, concocting food safety products, providing futuristic ways of production and all done while maximizing utility. More than a thousand new jobs are created, partnerships built, millions of dollars earned and thousands of people gained professional training ("Agricultural growth" 2017). This program is private, however, and unfortunately, every example-setting program is private or done by an international foundation. Therefore, a much intense support must be shown towards agriculture in Kosovo such that the production, utility,and potential are increased to an apex point.

6.5 "Country Marketing"

Let's surf the YouTube with the title "Kosovo." The first titles that will pop out will be: "How did Kosovo become a country", "Corruption, Hate and Violence-Kosovo in Crisis" and "Can Kosovo survive as an independent state?" This is definitely bad marketing; Kosovo is much more than an association with corruption, hate, violence, survival, and war. Kosovo has immense sources of alleviating the bad international image that our politics give with marvelous landscapes and fascinating places to visit. Brezovica, the Albanian Alps, Brod, Prevalla, Bajgora, and Qyqavica, are only some of the places where mountain tourism could experience a marketing "boom", be it for summer hiking or winter skiing. These mountains could attract visitors from all across the globe but with a higher probability from ski-loving countries such as Austria, Slovenia, Japan, and Canada. The preservation of wild animals and endangered plant species in these areas could also be a social attraction for many. Kosovo's cultural and archeological heritage is certainly a must-see for many individuals,especially from Western Europe. Castles and fortresses such as the one in Prizren, Vushtrri, Fushe-Kosove, and Mitrovica will send visitors back in time. These monuments also talk a lot about our culture which derives millennials ago. Kosovo's water reserves especially Batllava, Radoniqi, and Badovci can be used for canoeing, whereas the Rugova Canyon can be utilized for rafting. The Mirusha Waterfall would certainly attract many visitors from the Balkans as it's a rare waterfall with many pathways that cut the ground in many dimensions creating an exemplary attraction. Other tourism-related sites can certainly be the old monumental cities such as Prizren and Peja; the capital city of Prishtina with its modern lifestyle and a clash between Eastern Ottoman and Western American cultures. So, Kosovo should make hay while the sun shines, because the potential is here and a well begun is half done. The aforementioned lines of thinking represent the best way on how Kosovo's image should be seen, full of amazing geographical and historical heritage rather than advertised through the political image; with very cheap costs of foreign investment opportunities in the field of tourism, industry, and other sectors.

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CULTURE, ECONOMICS, YOUTH, YOU - WHERE TO FROM HERE?

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ABSTRACT

Young people of our time are following a more individual, egocentric way of life. At the same time, they are still focused on those traditions that functioned not so long ago. We tend to think that the cultures are connected with the terrain, both regional and national. But we see the emergence - and perhaps this is the product of globalization - of other cultures, such as the so-called growing global business culture, technological cultures and security cultures that cross borders. These are transnational cultures in the sense that they consist of people who share a set of values that are signed by certain institutions...

As an economist, I would like to consider the interrelationship between cultural and economic factors. Moreover one of the tasks of this paper is to find out what role Youth play there. One of the arguments in favor of the importance and significance of culture is the concept of the economically rational man Smith, which has long been criticized. After all, objectively, an individual can not be detached from society, because the society surrounding the world`s individuals - and there are cultures - plays an important role in the choice of behavior, and there can be no question of rationality here. As an example we can review the purchase of an immeasurably and extremely expensive good, which the individual chooses, based not only on their budget and income but also on public assessments.

...Not only culture but also many factors in synergy, in their synthesis affect the development of the country in all spheres of life. "All new is a well forgotten old". Is that so? There are invariably passionate young individuals, with a determined vision to fill unmet needs and deliver positive change for the communities, societies and the world they live in, which are trying to prove the opposite. Additionally, young innovators are, at least initially, overwhelmingly motivated to design and run ventures that address problems which affect them and their communities directly. Culture can be however one of the barrels that they will face. Beyond this, several other factors were cited as significant hindrances to young innovators achieving their full potential in the future.

Keywords: Youth, Competitiveness, Evolvement`s Barriers, Tomorrow.

INTRODUCTION

Youth is a social and demographic group of society characterized primarily by the fact that it is at the stage of labor and social self-determination - has not yet been formed as a subject of labor activity, has the ability to constantly change labor functions. Due to this, it has a number of specific features (Virina, Yakimov, 2008: 35) that distinguish it from other social-age groups such as:

1). differs by the instability of life attitudes, and because of this it is more mobile when choosing and searching for a workplace;

2). enters the labor market for the first time and differs from adult workers in the absence of significant experience;

3). has a more discontinuous employment status;

4). often characterized by a low level of professional orientation, awareness of the condition of the labor market, demand for specific specialties, opportunities for professional training, knowledge of the basics of labor legislation;

5). has its own specific claims to the working conditions and to the level of pay rate and career growth.

However, our society as a whole is getting younger. The younger generation is the carrier of knowledge, abilities, skills that are implemented in the process of human life. In many governments all over the world, there are now many young leaders and experts, and more responsibility and respect lie on their shoulders. And it is government policy to support young citizens, especially in the field of population (demographic) policy, that will increase the number of young people and form the potential of the future generation. But law is not changing under new context! We have the same labor Code as before, the law defines children under 18 (somewhere under 21); there are not so many real opportunities and so many barriers contrariwise and such

examples are limitless. In connection with the growing acuteness of the problem of youth unemployment, a number of countries have already developed strategies and launched programs to expand employment opportunities for young people. The development of a set of measures and mechanisms to improve the integration of Russian and other youth into the labor market in the short and long term is an urgent and demanded task at the national and regional levels. Of course, in each country, there are special methods to determine the priority of youth employment in national programs of social and economic development. National action plans on youth employment have been adopted in 35 countries out of 138, in particular in Finland, Germany, Slovenia, Brazil, South Korea, Uganda, Kenya. In fact, such plans provide for interdepartmental coordination in the field of youth and youth employment, determine the degree of priority of certain results of measures and are planned through the use of specific resources during a certain period of time.

But what is common in all of them? – Yes, it is restrictions and barriers that should be overcome in the nearest future for every young person from all over the world. The paragraphs that follow are dedicated to such questions as what are they, how and by whom they could be overcome.

1. BARRIERS OF EVOLVEMENT

Speaking about restrictions ("walls") as a blockage there always was a special attitude to the concept of the border, which is observed in the 1920s, when the state border acquired the symbol of the line of Good and Evil - everything that "abroad" is alien, hostile and obviously wrong, requiring careful verification and filtration. Also, the border expresses the division between the proletarian (Good) and the bourgeois (Evil), and then, gradually, from the social plane turns into a geographical plane and is reflected in spatiality. For example, in emphasizing and allocating borders - pompous architectural design of the entrances to the metro in the form of gates and arches, enlarged entrances to the houses.

There are not only physical barriers but also psychological, mental. As we all know, the work by B. Joseph Pine, «The Experience Economy: Work Is Theater and Every Business a Stage» begins with a description of why the same cup of coffee, bought at a non-smoking cafe with the goal of drinking coffee and a cup of coffee, offered to customers in a picturesque place with a historical past cost differently and is evaluated in different ways. Therefore, the author explains that nobody needs this cup of coffee by itself, but impressions are needed. The economy of impressions, its content, and structure should become the mainstream for the development of marketing in the B2C market in the 21st century. It explains why people are willing to pay for branded goods amounts that are ten times higher than their prime cost. More about economic rational man of Smith and its unrealistic approach can be found in the next chapter.

1.2 Economic Opportunities

Realizing the demographic dividend requires getting more young people into productive employment and income generating activities, making the current scale of youth underemployment and unemployment a matter of worldwide concern. It should be noted that the level of youth in European countries is measured as the percentage of unemployed in the age group of 15 to 24 years compared to the total labor force (both employed and unemployed) in this age group.

However, a significant proportion of people at this age are outside the labor market (many young people study full time and therefore cannot work at all, which explains why the youth unemployment rate is generally higher than the overall unemployment rate for other age groups).

The International Labor Organization (ILO) estimates that over 75 million young people worldwide are unemployed, and more than a billion jobs must be created in order to accommodate new workers and reduce unemployment. Also alarming is the increasing number of youth "NEETs - Not in Education, Employment or Training" - ILO data for 24 developing economies show an average NEET rate of 12.4 percent for young men and 28.1 percent for young women. Unemployment rates among young people everywhere are higher than among adults - averaging nearly three times the rate of the adult workforce. The challenge in cities can be particularly acute, as urban youth often face greater labor market barriers due to their lack of prior job experience and lack of links to professional networks and contacts, or to the fact that their education and training did not prepare them for the world of work or is not matched to growth sectors. They are also entering a labor market in which informal or part-time jobs are the most rapidly growing form of employment, especially since the onset of the 2010 financial crisis, so the jobs they can find are generally short term with little job security and few, if any, benefits. Yet, in many developing countries, agriculture still remains the heart of the economy, utilizing up to 70 percent of the labor force. In terms of financial inclusion, youth aged 15-24 are 33 percent less likely to have a bank account. It is therefore increasingly important that programs

seek to address both the demand and the supply side of job creation, promote self-employment and entrepreneurship, engage youth productively in agriculture and value chains, and expand access to services for economic success such as financial literacy and information communications technology, banking and credit.

At the same time, according to the ILO estimates, halving the unemployment rate among young people would ensure a world GDP growth of at least $ 2.2 trillion, or 3.4% of world GDP. Moreover, those who have successfully started working life have a lower risk of long-term unemployment in the future. Moreover, in every region, responding to the needs and aspirations of young people is a crucial challenge for the future. Reaching youth potential depends upon their preparation for and participation in development efforts, that`s why it is so important to leverage investments in early childhood in order to set the stage for tomorrow's development outcomes.

Globalization, technological advances, and the spread of social networking offer new opportunities for youth to connect and become more active participants in the development, while at the same time making their lives more complex and challenging. This youthful demographic landscape must be a central part of any development policy, one designed to integrate young people more fully in political, economic and social life and enable them to share the benefits of development. Throughout history, young people have actively sought to bring social, political and economic change to their countries. In so doing they are sometimes credited with changing business as usual. Often they are portrayed as rebellious, destructive, reckless or violent. However, young people are tomorrow's wage earners and entrepreneurs, educators and innovators, health professionals, political and civic leaders, vital to economic growth, well-being and international relations. To sum up, it is important to look at the synergy of all factors that matter - its connection and I must say that every detail is important here.

1.3 Youth Barriers

Also I have reviewed the article "The development of youth entrepreneurship at the present stage" (written by Vlasov G.Yu, the Plekhanov Institute) which gives a brief description of the current situation of small and medium-size businesses (led by young entrepreneurs), examines the main barriers to the development of business processes, provides programs and activities aimed at supporting youth entrepreneurship. A number of measures were proposed to promote entrepreneurship in the youth environment, select the most talented youth, organize their training and support the implementation of the first stages of promising business projects. The author outlines the following figures:
1)   53% - lack of finance;
2)   16% - lack of experience;
3)   11% - insufficient education

In this situation, according to the author, only government support can facilitate the entry of young entrepreneurs into the market. Despite the active implementation of measures aimed at the development of youth entrepreneurship, problems that have a significant impact on the willingness of young people to create independent business projects remain unsolved. Among the main problems we can identify the following:

1. The social mood of young people. In the youth environment, there is a poorly expressed readiness to take risks, create something new; there is no spirit of entrepreneurship;
2. Society's perception of entrepreneurs. Among young people, entrepreneurs are perceived as people who have to constantly overcome difficulties, and not as businessmen striving for success;
3. The level and content of educational programs. Traditional educational institutions provide the basis for economic knowledge, while not forming incentives and behavioural competencies, without which successful entrepreneurial activity is impossible.
The author notes that at the moment there are some organizations in Russia which support and try to develop youth entrepreneurship. Namely: International and Russian youth chambers, Youth Public Chamber, Russian Centre for the Promotion of Youth Entrepreneurship, Association of Young Entrepreneurs of Russia. These organizations are developing many programs to support small and medium-sized businesses, but they will work only with the support of regional and municipalal authorities. Various training programs for young entrepreneurs are also being conducted.

The author suggests measures to promote youth entrepreneurship:
1) . *promote entrepreneurial activity among young people*. To solve this strategic task it is necessary:
conduct gaming and training activities, organize competitions on entrepreneurship for high school students, invite young people to do study courses, organize the production of social advertising, which forms a positive

attitude to entrepreneurship, as a demanded and worthy profession, provide information about the state support of young entrepreneurs, develop and disseminate materials that promote the idea of an honest and socially responsible entrepreneur, which is the basis of the country's economic progress, to inform young people about the ongoing competitions of business projects;

2). *massively involve young people in entrepreneurial activity*. When solving this problem, it is necessary to disseminate propaganda materials about programs conducted by the state, to make and distribute questionnaires for young people in educational institutions. Each questionnaire should contain a section with contact details. After processing the questionnaires, it is necessary to compile a database of young people who are ready to become entrepreneurs. Conducting information about conferences with young people who want to open their own enterprises, there should be invited also successful entrepreneurs, representatives of business and government;

3). *select young people who have the ability to run business*. It is necessary to conduct expert sessions in the form of an interview when current entrepreneurs will evaluate business ideas and talk with their authors. Contests of business ideas allow to find really interesting proposals and realize them in practice;

4). *carry out specialized training to teach young people the skills of doing business.*

Young people should undergo in-depth modular training in the course of business planning, and formation of project teams. It is necessary to attract certified business trainers to the training, which will be used to conduct master classes, organize expert sessions with successful entrepreneurs, and specialists in various business-related fields (tax officials, labour law specialists, sanitary epidemiologists, firemen, environmentalists, accountants). And I am fully agree with the author in his conclusions and vision of the situation: young people do not have enough information and enough finance to start an entrepreneurial activity, the young people need a motivation that they do not see. It is the result of the fact that the image of an entrepreneur is often formed, as an image of a person who constantly faces difficulties, such a "scoundrel".

Moreover, to my mind, youth policy should be designed and monitored not by elder generations as it is made in many countries but by youth itself. Self-confident, responsible and experienced Youth will form "Youngovernment". As an example can be given young government administrator leading the youth political agenda in Kismaayo. All in all, Youth should define youth for youth all over the world.

2. WHAT IS CULTURE

The very notion of "culture" has so many variations and shades in the definition itself that it immediately becomes clear that "Culture always matters"! In the commonality of the factors that determine this or that country and/or society, there are concepts of values, people's way of life, generations of alternatives, attitudes - from old to new and back. "Everything new is a well-forgotten old", says a wise idiom, this can include culture, how and to what extent it affects the social, economic and political development of countries and regions of the world. Thus, on the one hand, these factors hold people and society together in a coherent state and from any risky steps, and on the other hand, there are cultures that differ in their productivity, in their ability to promote development or to promote lack of development. In economics, all of it can be called as Path Dependence or back-to-basics approach but to which degree should youth stick to depends from country to country. And I hope that everybody will agree with the statement that culture is not something that is the most important for Youth and overall.

Indeed about culture it is customary to say that it is an integral part of human life; that it is hovering between us, securing social bonds or, on the contrary, strengthening hierarchical distances, and at the same time it is fixed in us. Culture as an informal institute plays a different role in the formation of communities, be it national culture, the culture of professional communities, religious or political culture. If we consider culture from the psychological point of view, then culture promotes the development of moral attitudes of individuals. Such a comparison provides a clear understanding of the importance of culture in the life of different communities. Culture fulfills the role of conditions in which seemingly similar ideas and constructs acquire different interpretations and roles.

Most of the post-Soviet cultures existing in the modern space have a common feature - the lack of dialogue with the past and the dialogue with the future. This is in many respects the consequence of a heavy Soviet history. However it is true that without dialogue with the past and the future, there is no dialogue in the present - through which we connect with the past and think over the ways of the future, then the natural evolutionary development turns out, and not stagnation or revolution.

At the same time, it cannot be denied that culture enables a large number of people to speak the same language (not only in a linguistic sense) and, sharing common fundamental values, jointly solve common problems and create spaces for "public happiness," as Hannah Arendt wrote. This aspect, of course, is important, but the attractive concept of "common values" has a dangerous potential to turn in the hands of power groups into an

argument against all individuals - they say, destroying the "bolts". We are now in a situation where a new generation has grown up, and in general, it is already waiting for the country and society to conform to their worldview and priorities. And this worldview and priorities are completely different from the worldview and priorities that prevailed, say, in the 90s. People are focused on progress, on development, on integration into the world space, on perceiving all the best that exists today and is happening in the world. To perceive, cognize, rethink and create something on their own, but in the context of world development and integration. And this is a very interesting process. If we look at the history of the development of different countries over the past 30 years, we, in general, started our transformation from one point of departure and, as Soviet people, tried to transform society thinking and perceiving still according to Soviet canons. During this time, we have come to very different results, and this difference, from my point of view, is due to the cultural, historical, spiritual and civilizational context. Every nation has its own. So today we came to different societies. It is really difficult to foresee how the situation will develop, but it is in a dispute, paradoxically, that completely different people can have a mutual sense of trust. And all we can say now that only nowadays youth bring us to the next society…

Well, precisely in the confrontation of completely different values, progress is making its way. Today, for young people, this framework does not already exist. It is already natural for it to be part of the global world. This is a reality that really saves us. This is probably the difference between for example North Macedonian and Russian youth. Because the Russian youth, it seems to me, is more fragmented. But the difference in the size of the territories can also be affected. Russia, which claims to be one of the leading global forces in the world, can, of course, be afforded by young people, who are aiming for this goal. The North Macedonian youth has no such goal. There are no such claims. Therefore, it seems to me that it is more open to the world and receives more from it. We have just different roles.

2.1 Young Culture

Culture is in some measure a tradition, informal institute. Something grows, notices in the minds of people, and they (often without any concern or elaborating) act in a certain way or make judgments about the actions of others in the light of the ideas that they have. There's nothing you can do about it. However, not all traditions are useful: bribery, theft, mental and spiritual laziness, drunkenness. And they need to be eradicated, away from these attitudes in society, because now more and more societies are following the "open" path, the density of intercultural communication is growing, globalization is spreading, and even now those barriers that existed several decades ago are no longer exist. They were simply overcome, erased. So, for example, now I have the opportunity to travel to foreign countries, which was almost impossible for people of the USSR several decades ago. Students and schoolchildren go to study abroad, take part in international conferences and projects, etc.

Young people of our time are following a more individual, egocentric way. At the same time, they are still focused on those traditions that functioned not so long ago. We tend to think that the cultures are connected with the terrain, both regional and national. But we see the emergence - and perhaps this is the product of globalization - of other cultures, such as the so-called growing global business culture, technological cultures and security cultures that cross borders. These are transnational cultures in the sense that they consist of people who share a set of values that are signed by certain institutions. For example, there are also such peoples: Southeast Asians, East Asians, North Americans and Europeans.

As an economist, I would like to consider the interrelationship between cultural and economic factors. One of the arguments of the importance and significance of culture is the concept of the economically rational man Smith, which has long been criticized. After all, objectively, an individual can not be detached from society, because the society surrounding the world - and this is culture - plays an important role in the choice of behaviour, and there can be no question of rationality here. An example is a purchase of an immeasurably expensive and extremely expensive (in the economic sense) goods, which the individual chooses, based not only on the budget and income but also on public assessments. We know that economic development transforms cultures, but getting to know this truth does not help much when it is necessary to eliminate cultural barriers that inhibit progress. We know that public systems are able to change their cultural attitudes, reacting to significant upheavals. The sad experience of the Second World War turned Germany and Japan from the most notorious militarists into the most ardent pacifists. Since culture and economic activity are interrelated, changes in one are reflected in the other. Companies, for example, need to look at culture when expanding markets, spheres of influence: in Bolivia, there is not a single McDonald's restaurant. If the demands of the local population are uncomplicated, and companies simply stamp products developed elsewhere, the efficiency of the economy and the price of products in foreign markets will inevitably decline.

There are cultures that contribute to the achievement of democratic stability, social justice and prosperity -

these are universal cultures of progress. And there are those who do not contribute. The universal culture of progress is primarily Jewish, Confucian and Protestant. And some others - Mormons, Basques, Sikhs. These cultures are based on certain values: focus on the future, education, success, thrift and ethical behaviour. There can be also given an example of the Singapore economic miracle: at the time of independence (1965), Singapore was a small poor country that had to import even fresh water and construction sand. Neighbour-countries were unfriendly, but today, Singapore is a highly developed country with a market economy (with low taxation), in which transnational corporations play an important role. Gross national product per capita is one of the highest! The government's economic development strategy of Lee Kuan Yew, was built on the transformation of Singapore into a financial and trade center of Southeast Asia, as well as attracting foreign investors. "We welcomed every investor. We just got out of the skin to help them start production" - wrote Lee Kuan Y. The fight against corruption began" by simplifying the procedures for making decisions and removing any ambiguity in the laws as a result of the issuance of clear and simple rules, including the abolition of permits and licensing". Thus, persistently applying the chosen modernization strategy within its own cultural values (and changing and eradicating the unwholesome traditions), Singapore was able to become one of the most highly developed countries in the world in an extremely short time.

Summing up all the above, one can come to the conclusion that not only culture but also many factors in synergy, in their synthesis affect the development of the country in all spheres of young (and not only young) life including economy. However, the ability that is different between groups of people must be recognized as an element of their capabilities. That is why "culture always matters".

3. YOUTH

One Russian poet Ilyinsky wrote that "young people are the main social value of a particular kind. This is not only a demographic concept, but also an economic, social, political one; this is an objective social phenomenon, always acting as a large specific age subgroup, which carries a huge intellectual and economic potential, special abilities for creativity". That shows that definition of youth perhaps changes with circumstances, especially with the changes in demographic, financial, economic and socio-cultural settings; however, the definition that uses 15- 24 age cohort as youth fairly serves its statistical purposes for assessing the needs of the young people and providing guidelines for youth development. The United Nations, as it was written before, for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States. The African Youth Charter on the contrary: 15-35. At the same time, the UN recognizes that the very meaning of the term "youth" differs significantly in different countries of the world, and the definition of "youth has been constantly transformed depending on changing political, economic and socio-cultural conditions." The World Health Organization and UNICEF use the term "adolescents" for those aged 10 to 19, "youth" - for those aged 15 to 24, and the term "young people" - for those between 10 and 24 years. The broad definition used by these specialized agencies, covering the age of 10 to 24 years, indicates that policy measures aimed at young people often have to yield results before the 15th anniversary. Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That's why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment.

To my mind, making some expert predictions, it has to be a little bit lower - ≤14, because some young people already at 13-14 try to understand what job and work mean and there should be open possibilities for them in order to start gain experience earlier and come up with an idea of their professional future. There was also made some research, where I analyzed the years with which some young person becomes Bachelor Diploma - normally it is 22, but in Poland it is only 21. So Poland government already looks in the future, where road is opened for Poles Youth. But talking about rights of this youth – when society gives more rights (individual, monitoring, voting, and economical) to some of its group there should be a question about responsibilities, and the answer is behind the family.

3.1 Who are they now

Youth is a life stage, one that is not finite or linear. I must say here that half of young billionaires are self-made entrepreneurs, the rest are heirs of large fortunes. And moreover, inclusion of such young people in political processes will largely determine the overall political situation in the country and in the whole world.

The UN marks its annual International Youth Day on August 12 to "recognize efforts of the world's youth in enhancing global society," and to engage them in becoming more actively involved in making positive contributions to their communities. But for many youth ages (15 to 24 - one sixth of the world's population) their ability to contribute is hampered by challenging circumstances.

There are some characteristics of nowadays Young people:

1) are free in their ideological and political orientation;
2) are a reserve, first of all, for the forces interested in carrying out reforms;
3) are most receptive to new ideas and reforms. And it has a new look at political and economic processes;
4) are "caught", next to the political organization that makes politics, and the young people in it are helping in this;
5) there are Youth organizations in which young people solve their own problems and it is part of a political movement or political party.

And the conclusion is that it is necessary to take an active part in the political and economic education of the youth conducting, for example, various youth programs, exhibitions, educational courses.

3.2 Unemployment
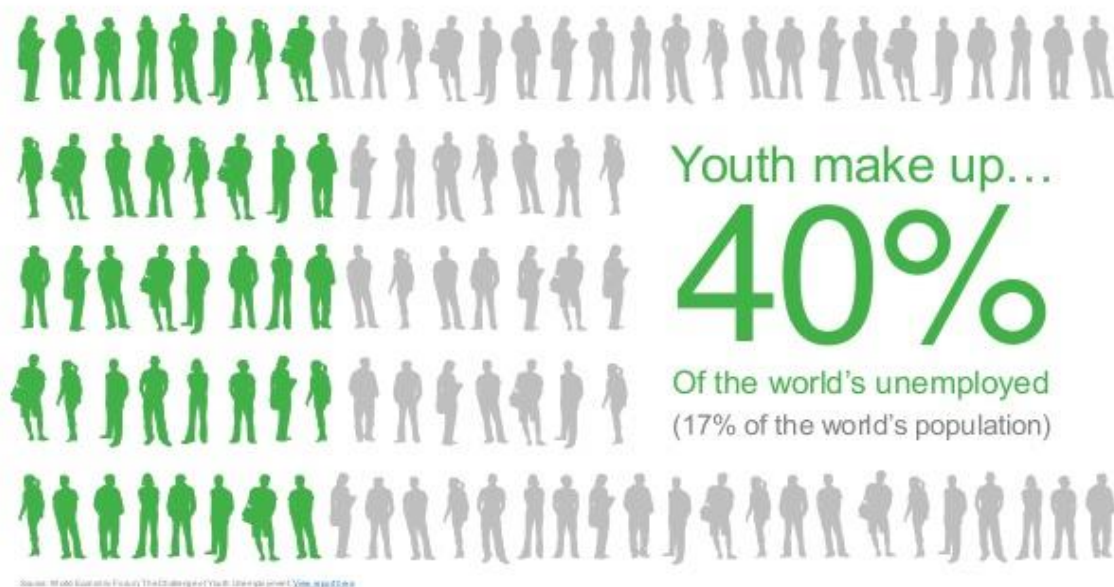
Unemployment of young people from the point of view of macroeconomic development leads to:
A. Disruption of the process of movement of personnel in the economy
B. Slows economic growth
C. Reduces the efficiency of the production process
D. The loss of work skills, the formation of a dependent position
E. The refusal of a part of young people from labor as a source of existence, their transition to illegal and criminal activities.

3.3 Which living conditions does Youth have?
The Figure 1 shows the difference between NEETs and non-NEETs youth.

Figure 1. Living arrangements
Source: http://www.oecd.org/social/society-at-a-glance-19991290.htm

4. TOMORROW

Today, being not only a global citizen but also a student, I realize that I have a moral responsibility towards the environment. It is the youth of today that is going to bear the consequences of the actions of today. It is our duty to ensure that our actions only do well to the environment and do not cause any more harm than what is already done. As the young generation, our voice matters. Our words are starting to matter. We can not change the past (however we should know our history), but by acting nowadays, we – youth from all over the world – changing, expanding and improving future. Because the youth of today is the future of tomorrow. We owe so much to this planet after all the opportunities and education that we have been provided with. The least we can do is to ensure that mankind nurtures mother Earth forever. To me and probably to the youth across the world, this is just the beginning of us taking over environmentally.

Youth is an experience that may shape an individual's level of dependency, which can be marked in various ways according to different cultural perspectives. Personal experience is marked by an individual's cultural norms or traditions, while a youth's level of dependency means the extent to which he still relies on his family emotionally and economically

The growth of youth unemployment, which reached new heights of 22.5% across the European Union - one of the most dramatic possible consequences of this growing divergence could arguably be the disenfranchisement of labor market outsiders, especially young people, from social and political participation (Ferragina et al. 2016). If the objective of policymakers is to revive social and political participation in a period of great disenchantment and declining legitimacy for our democracies, there is definitely scope for further inquiry and action into the effects of youth outsiderness on social and political participation.

In addition, "too high unemployment among young people is one of the main reasons for the rapid loss of confidence and a serious threat to social democracy and cohesion," says Rainer Hoffman, chairman of the German Federation of Trade Unions (DGB) (Hoffmann, 2016). In his opinion, intercountry cooperation is necessary in the field of employment promotion, ensuring the possibility of youth participation in non-commercial social and environmental projects in different European countries. This will not solve the problem of unemployment among young people but promotes tolerance, unity, and intercultural competence. The fight against unemployment as a whole is a whole set of politician corrections that go far beyond labor market programs: harmonizing corporate taxation and effectively combating tax evasion; regulation of capital markets; strengthening the social rights of specialists.

Indeed, the last few years, protest youth movements have taken place in various countries around the world. The reasons for youth unrest in different countries were different, as were their consequences and duration, but based on the youth's concern about their future. In 2011, in Tunisia, the youth first took to the streets and lit the spark of the "Arab spring". In Tahrir Square in Cairo, young people protested first, which subsequently led to the fall of the regime in Egypt. In Europe, the speeches of the youth of Greece, Spain during the acute economic crisis were related to discontent with measures taken by governments and unemployment. The "Occupy Wall Street" movement, which began in the US, spread to 82 countries around the world and covered about 1,000 cities in autumn 2011. In 2014, the beginning of the academic year was marked by student unrest in Hong Kong.

4.1 Program example in South Africa

National Youth Economic Empowerment Policy

the dti — Department: Trade and Industry, REPUBLIC OF SOUTH AFRICA

- Contribute towards increasing the level of youth participation in the mainstream economy
- Contribute towards increasing youth income through skills development and promotion of youth entrepreneurship
- More youth participation in the mainstream economy through youth enterprise development and employment creation
- Contribute towards increasing the real market in the economy and the growth of the SA economy

More economic participants through mainstreaming youth in the economy

Higher Economic Growth through promoting Youth owned and managed Enterprises

A Bigger Market for All

Mainstream Economy

Youth Upliftment

Second Economy

Global competition and competitive advantage are the main ideas of such programs.

CONCLUSION

Youth are the major stakeholders of today and tomorrow. It is essential that their ambitions and aspirations become part of the current development paradigm.

Due to the fact that the psycho-emotional state of young people is still rather unstable, they did not form a system of values, political views, beliefs, and their own opinion. Young people are subject to the influence of numerous harmful factors: drug addiction, alcoholism, crime, prostitution, sectarianism and various radical groups (OCG, terrorist groups). All this makes the youth an explosive social group. And the problems that young people face (Economic, Social, Political) only exacerbate social tension in the state. For example, such as unemployment, leads to the marginalization of young people who lose interest in the work and move into the sphere of illegal earnings (crime, prostitution, drug and arms trafficking.) Which, as a result, adversely affects economic growth. Young people - inexperienced, often do not have enough information. To choose a future profession, to open one's own business, to find a job.

I believe that the state needs to strengthen its influence on the spheres of life of young people. To form an active life position. To raise their awareness, hold various forums, conferences, special exhibitions and educational programs. Simplify the placement of young specialists to graduate from the university, to encourage employees in the specialty of various tax benefits. The state should lead and support young people, citizens of the country at the stage of becoming a person.

It is also necessary to systematically support the Youth Entrepreneurship. Young people, without sufficient information and momentum, will not actively engage in business activities. Raise their awareness, give tax indulgence. Youth entrepreneurship will contribute to economic growth.

Young people are the most vulnerable and vulnerable social group. From young people directly, the future of the country as a whole depends. From their views, opinions, established values. Young people - have a huge creative and labor potential. Youth - The future of the country that will be replaced by generation and culture, but what it will bring and how to further dispose of the country - depends on the actions carried out at this

time.

The growth of unemployment among young specialists leads not only to a deterioration in the living standards of the young citizen's family but also to serious economic losses. Analysis of global trends in youth unemployment shows that the rapid development of technology, changes in the organization of labor and labor relations, as well as new forms of entrepreneurship, require constantly adapting to the new conditions of the labor market and bringing professional skills in line with the needs of the labor market. To provide young people with better opportunities, competitive positions for the transition to decent work, you need:

- provide young people with access to social protection and basic services, whatever their employment contract, and create equal conditions for all, so that every single-minded young person, regardless of gender, income level or socioeconomic status, can work productively;

- invest in education and training of the highest possible quality, giving young people skills that meet the demands of the labor market;

- increase the volume of investment in production and increase the inclusiveness of labor markets and society as a whole

- lower the age in the laws.

Perhaps at the end of this work I should quote the words of A.P Giannini (1870 - 1949), as saying: "I leave everything to the young men. You've got to give youthful men authority and responsibility if you're going to build up an organization. Otherwise you'll always be the boss yourself and you won't leave anything behind you." And as Francis Bacon (1561 – 1626) said once: "Young men are fitter to invent than to judge; fitter for execution than for counsel; and fitter for new projects than for settled business." So act, go for it and get involved! Wish you all success! Per Aspera Ad Astra!

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THE INDIVIDUALIZATION OF WORK, AS THE BASIS OF LABOUR MOBILITY

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ABSTRACT

Background. In the modern globalized world, migration is seen as a reality and an indicator of political and socio-economic processes in the country. The article describes the main causes of migration of young and qualified population, this problem is a priority in general for the Russian Federation. Over the past decades, there has been a trend of outflows of the population, especially of young people and skilled personnel, accompanied by a significant deterioration in both quantitative and qualitative parameters of the demographic potential. The migration of foreign personnel in Russia doesn't compensate for the "brain drain". The Russian Federation lacks comfortable working conditions for the young population, which eventually leads to the outflow of creative youth and the undeveloped creative economy. Method. In the article based on an analysis of migration indicators of the Russian Federation and identified priority specialties that are in demand abroad, which was ranked, we offer a new model of work that allows you to individualize working conditions. Findings. The results of the literature review and field research together produce an integrative model that offers key insights for the labour market which can help companies understand how to attract young professionals. It was revealed that qualified professionals, making decisions about migration consider such indicators as working conditions, the possibility of choosing the most convenient schedule, capacity development, based on their personal interests, the possibility of self-realization. Freelancing as subcontracting make it possible to involve a specialist in business through remote team activity, and to fully realize their creative potential, and also the freelancer is interested in the quality and effective performance of work. Attracting and retaining these freelancers is an important success factor for the company. Companies invest in young people, creating conditions conducive to the development of creative potential, develop the creative economy. Hypotheses about the importance of the employee's "freedom" were confirmed as a result of the econometric research. It is proved that to prevent the "brain drain" it is necessary to modernize the labor process of qualified personnel in companies. Improvements. The introduction of a new model of labor in the traditional companies of the Russian Federation will keep domestic specialists and attract foreign. Companies need to encourage the development of innovative infrastructure. The main objective of large companies is to create conditions for the realization of the potential, i.e., the job for freelancers, having a competitive basis. The development of the creative economy raises the level of requirements for a qualification of workers in the labour market and stimulates the migration of skilled personnel.

Keywords: migration, freelancing, brain drain, creative economy, individualization of labor

INTRODUCTION

Migration today is an essential mechanism of modern economic society. Two groups of countries involved in the process of migration of labor force donor countries, i.e. those countries that import labour; and recipient countries, which take labor. For the countries-importers of labour force migration is the appearance of additional labour resources, which can contribute to the increase in GDP, providing job market. The increase in the number of immigrants contributes to the renewal of human resources (*Akimova*). Unfortunately, the economic consequences of global migration are both positive and negative. Negative consequences of labour migration for exporting countries typically include two paragraph first, the loss of the greatest part of the active labor resources, and secondly, the so-called brain drain (*Mironov*). Positive consequences include attracting highly qualified specialists to the country.

There are many theories and concepts (models) of migration the impact of this phenomenon on the labour market. To date, a unified theory of migration is not, however, the existing models, hypotheses may be used in the practice to address the identified goals and objectives of the modern state. The founder of the study of migration processes can be considered English statistics and demographer W. Farr which at the end of the 19th century expressed the hypothesis that migration evolves freely, without any specific patterns, like the chaotic Brownian motion. English and German geographer, E. G. Ravenstein didn't agree with the hypothesis

of W. Farr and publishes scientific work Laws of migration, that was one of the first attempts to conceptualize migration processes (migration approach) and the beginning of a deep research in the field of migration policy.

After the transition to a market economy to Russia has raised several serious problems. One of them is the problem of brain drain or, in other words, leakage of highly qualified specialists abroad. The solution is very important for the further development of the country, because the distribution processes of the brain drain lead to a significant reduction in the quality of labor resources, human capital, threatening social and economic stability in the country and the national security state. (*Leskina*)

Brain drain from Russia in modern economic literature has mixed reviews. Most economists appreciate this phenomenon negatively, but there is another point of view. Those who adhere to the positive ratings believe that in the absence of appropriate public funding of science, the existence of difficulties with employment in the implementation of their profession, the emigration of professionals to more developed countries allow them to maintain their skills and may even improve the professional level. (*Baranenkova*)

Mostly professionals emigrated from Russia to work in other States are young people under the age of 30, with higher or incomplete higher education. According to leading Russian demographers and S. V. Ryazantsev L. L. Rybakovsky, the modern age is the ultimate youth range from 14 to 30 years; as a rule, the lower limit is determined by the young people of 14-16 years, and the upper 25-30 years. These age boundaries youth are mostly used in the modern Russian legislation. (*Luk'yanec*)

We can allocate multiple threads in the structure of the departure of youth abroad: the departure for permanent residence with access to the labour market; departure of young people to work abroad in search of better working conditions, departure for study; departure for Internship. The data of the Ministry of Internal Affairs of the Russian Federation suggests that the flow of emigrants from the number of young people increases, reaching a conservative estimate of 13-14 thousand people per year; This trips related to official contracts. There are hidden from the official statistics, the migration thread associated with the exit grants, under the guise of tourism, etc. At the same time, only according to the Census Bureau in the United States to annually enter from Russia about 19 thousand people aged 15 to 30 years, only one student visas, excluding tourism and employment.

Some States already have experience in developing relevant protective mechanisms, as they before Russia was faced with the outflow of the intellectual potential on a large scale. It shows that it is possible within certain limits to influence the natural process of the brain drain and to reduce its negative impact on the economy of the country. However, in Russia, there are no suitable conditions for it to hold the specialists. Despite the existence of programs to attract foreign experts, migration of foreign personnel in Russia does not compensate for the brain drain.

The main objective of the study is to identify the categories of professionals who leave the country, the main causes and to propose a new model for foreign-owned companies. The new model will keep the local specialists and to attract foreign; it is based on the individualization of labor.

1. METHODOLOGY

In the study of migration statistics data were used Decoding Global Talent, studied surveys The World Bank, used data of United Nations Statistics Division (UNSD), Federal State Statistics Service of the Russian Federation (Rosstat). The main emphasis is on the identification of specialties, the age of the migrants and the reasons for moving.

2. THE RESULTS

The study of immigration statistics showed that the methodology of emigration used by the Federal State Statistics Service of the Russian Federation (Rosstat), are inadequate to the real situation. Russian statistics retirements capture mostly the end of the term of temporary registration in Russia of the citizens of post-Soviet countries, but not the emigration of Russian citizens to foreign countries. Thus, according to Rosstat, out of

353233 people who left Russia in 2015, the citizens of the Russian Federation were only 51.8 thousand, of them to the countries of the far abroad, leaving 15243 people; In 2016 from Russia there were 313210 people, from which citizens of the Russian Federation-58739 people, from the left in the countries of the far abroad 14752 persons.

At the same time, the Russian emigration statistics seriously underestimates the real immigrants with Russian citizenship who travel to developed countries, as it includes only those people whose departure is accompanied by the deregistration of the and most immigrants retain their status and housing in Russia and with the account cannot be removed. The latter conclusion is confirmed by the comparison of the Russian data and national statistics of countries of emigration they differ significantly.
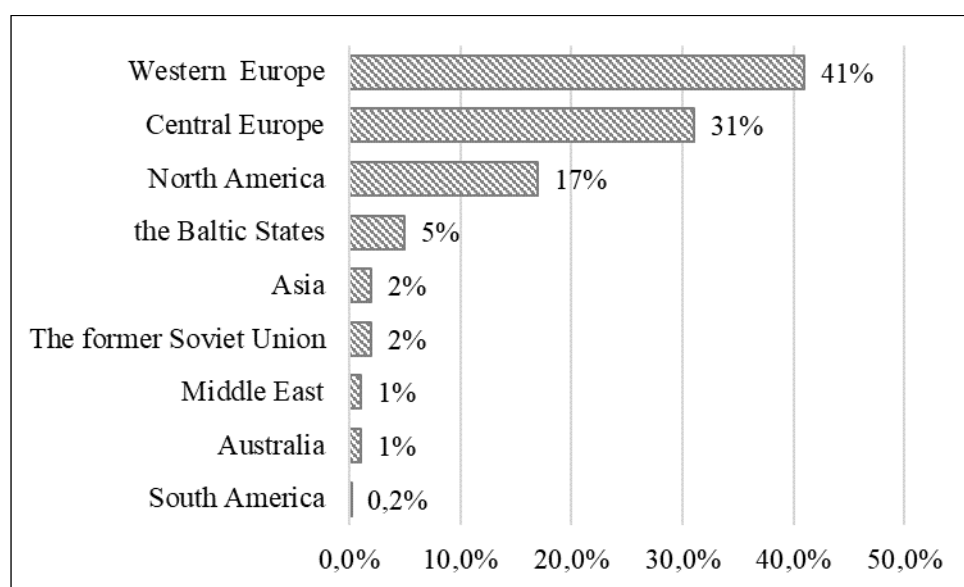
Figure 1. The main places of moving

Currently, researchers estimate that overseas there are about 2.7 million people of Russia, of which about 1.5 million people retain Russian citizenship. The geography of emigration is becoming more diverse to the old leaders of 1990 (when check-out was mainly through the channels of ethnic emigration) to Germany, USA and Israel added many new directions, increasingly, the countries of Central, Western and Northern Europe, Australia.

According to research polls, most immigrants leave the country at the age of 26-30 years.
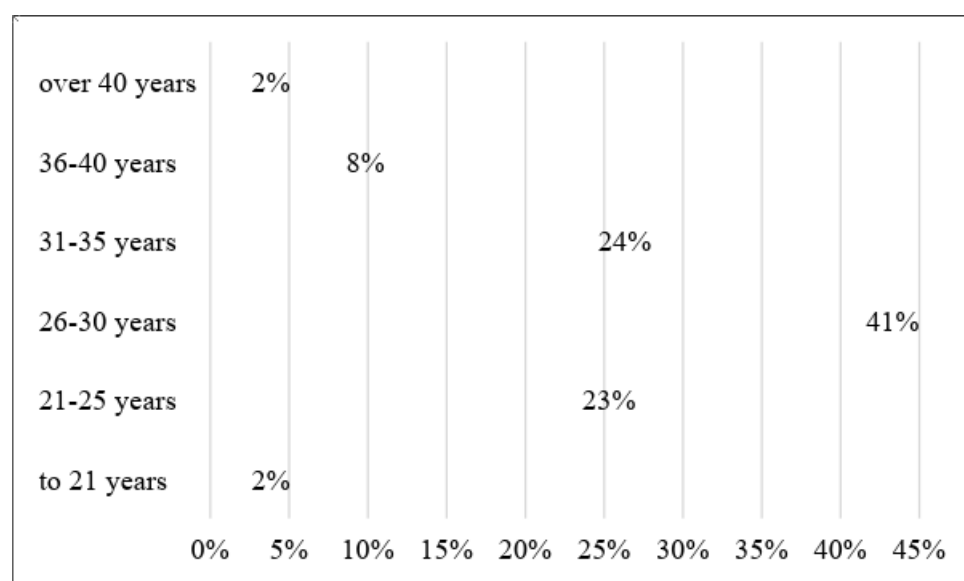
Figure 2. The age of the specialist at the time of departure

The level of education of immigrants in Western countries is much higher than in the Russian population according to Rosstat, from 30% to 70% of these immigrants, depending on the country, the direction of the exit had higher education. Foreign country statistics and results of the conducted in-depth interviews with immigrants of the last 6 years show that this decade has been a real growth in skilled (intellectual) emigration from Russia, but it is not a question of the annual departure of millions and even hundreds of thousands of people.

Just annually, if to judge by the statistics of the host countries in recent years have emigrated to developed countries is about 100 thousand people, of whom an average of about 40% had a higher education. Overall gained to date abroad, the potential of Russians with higher education probably does not exceed 800 thousand people. A list of specialists most often emigrating from Russia
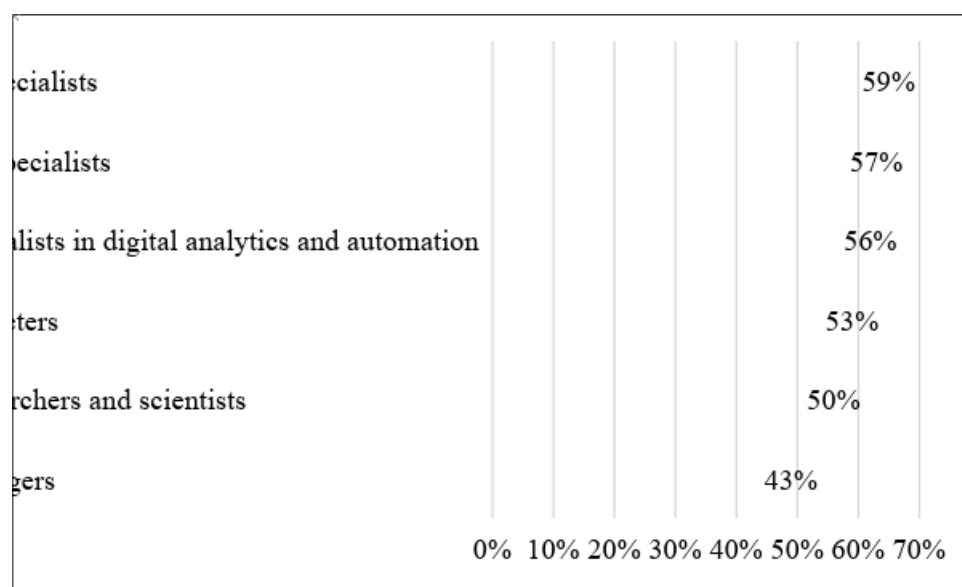
Figure 3. The specialty of immigrants

The diagram shows that it specialists (59%) and PR (57%) Most often leave the country abroad, also move experts in the field of analytics and automation (56) Marketers (53%), scientists and researchers (50%) and managers.

The main channels of emigration of Russians with higher education are Departure for study in magistracy or postgraduate (7%) and to work (24%), and each second of gone to Europe in this way received "Blue Card" for qualified specialists. The most part is a departure for personal reasons.
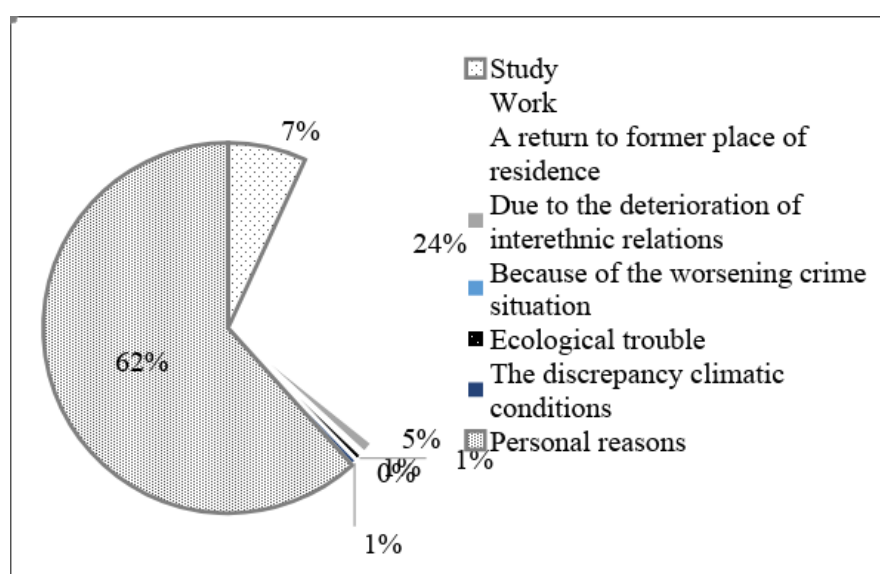
Figure 4. The reasons for moving

Considering the causes of the working-age population to the repulsive factors can be attributed to difficulties

in the labour market, insufficiently comfortable working conditions, lower wages, reduced opportunities for career development. For respondents who go to study (in Magistracy and postgraduate study), the opportunity to receive not only education but also the place of work is on the foreground. Pull factors are more important than pushing for some more age of respondents – those who already do not intend to learn, want to gain work experience or life abroad.

Intellectual migration from Russia is not always irrevocable. Immigrants are divided into three groups, according to their plans: about a third are those who know that will never return to Russia; the second group is relatively small (about 15) are those who constantly studies the labor market in Russia and in the case of attractive job offers ready to go back in the near future; the third group is the most numerous (about half) – those who are not closing the possibility of returning to Russia permanently or temporarily, but a specific date and prospects uncertain.

According to the research results, we can say that qualified specialists with higher education aged 26 to 30 years emigrate from Russia is largely for reasons of working conditions, salaries, and graphics. In many companies it unlike overseas there are no conditions for comfortable work; therefore, Russian companies need to think about the introduction of a new model of individualized labor. Many professionals who leave the country are working in the field of information technology. An area in which change is constantly occurring in the work environment; to write applications not necessarily be present in the workplace. A vivid example is the Google Corporation with a flexible work schedule, comfortable, rooms, etc. the main task of the employees is the performance of their duties. Therefore, the nature of personalized consist in the fact that the participants are not involved in team activities, happening distance participation, in which everyone performs their duties on favorable terms, i.e. freelancing.

To get creative and creative professionals, and deficit in this is necessary another technological way to use the youth. The Russian company can educate creative young people by changing the rules of the work rule of employment, allowing employees to be freer. For this implies that workers are given unit tasks under certain conditions. The company should be interested in you attracting young, creative professionals to provide a more flexible schedule and freedom of choice as a place of work, and time. Many professionals can take work remotely, which can reduce costs.

CONCLUSION

Migration is neither positive not negative effect. Migration is inevitable. The state should use migration as a tool for attracting professionals and for this it is necessary to create favorable conditions: the creation of flexible forms of work and creative conditions will not only reduce the emigration of specialists from Russia but attract foreign. Conditions freelancing will allow you to create customized working conditions in companies, improve the creative potential of young people and to achieve better results in a short time.

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THE FRANCHISE PROSPECTS FOR YOUTH ENTREPRENEURSHIP

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ABSTRACT

In the conditions of global competition of companies, such way of youth entrepreneurship as franchising is becoming more and more promising and topical form.

Currently, the most common problems of youth entrepreneurship include lack of sufficient experience and initial capital, ignorance of the market, competition with strong brands. As a result, many young people abandon the idea of entrepreneurship and increase competition in the labor market, which is undesirable for the economy. The decision mentioned problems can be found in the development of international franchising. International franchising provides for many local companies an opportunity to bring new products, services to the market, which are not yet available in the country and thus profitably distinguish themselves from competitors. Speaking about the service sector, the service can be copied and promoted independently, but if it is a case of production, then thanks to franchising the young entrepreneur receives the necessary raw materials and equipment for the production of products strictly according to a certain technology.

The various researches show the international market of franchising has grown strongly in recent years. There are new companies with interesting products and services, which reach the international level. For franchisees the opportunity to develop their business outside the country through the franchising system is a chance of active growth of the company, because it is difficult to do this alone due to the difference in mentality and ignorance of the local market.

Generally, franchising has the following advantages: risk reduction, standardized products and systems, available monitoring and counseling, current research and development, financial help, manuals, etc.

Thus, international franchising is the most stable and risk-protected form for young entrepreneurs, as evidenced by the growth in sales by franchisees. The possibility of free exchange of technologies and quality standards between partner countries allows maintaining a high level of competitiveness in comparison with local companies.

Keywords: franchising, youth entrepreneurship, global competition, service market

1. INTRODUCTION

In the conditions of global competition of companies, such way of youth entrepreneurship as franchising is becoming more and more promising and topical form.

Small business, the most characteristic for young people, is the most important element of the market economy, without which the state can not harmoniously develop, and largely determines the rate of economic growth, the structure and quality of the gross national product.

Currently, the most common problems of youth entrepreneurship include lack of sufficient experience and initial capital, ignorance of the market, competition with strong brands. As a result, many young people abandon the idea of entrepreneurship and increase competition in the labor market, which is undesirable for the economy. The decision mentioned problems can be found in the development of international franchising.

Franchising is a system of relationships consisting in a paid transfer by one party (a major well-known firm) to another party (firm or entrepreneur) of its trademark, corporate identity, as well as technology of doing business and other commercial information. The main advantages of this form of entrepreneurial activity are the processing of the business model and the support of the franchisor, which contribute to the organization of a stable business and income generation (Bodina, 2014).

In the Oxford Dictionary of English, it is noted that "franchising" is all the rights and liberties of episcopates granted by the royal crown in 1559, and "franchises" are fairs, markets and other places reserved for commerce (Oxford Dictionary of English, 2010).

International franchising provides for many local companies an opportunity to bring new products, services to the market, which are not yet available in the country and thus profitably distinguish themselves from competitors. Speaking about the service sector, the service can be copied and promoted independently, but if it is a case of production, then thanks to franchising the young entrepreneur receives the necessary raw materials and equipment for the production of products strictly according to a certain technology.

Franchisee undertakes to sell the product or services according to predetermined laws and rules of doing business, which is established by the franchisor. In exchange for the implementation of all these rules, the franchisee obtains permission to use the company name, its reputation, product and services, marketing technologies, expertise, and support mechanisms. To obtain such rights, the franchisee makes an initial contribution to the franchisor, and then pays monthly installments. This is a kind of rent, because the franchisee is never the full owner of the trademark, but simply has the right to use the trademark for the period of payment of monthly installments. The amounts of these contributions are stipulated in the franchise agreement (contract) and are subject to negotiations. A franchise package (a complete business system transferred by the franchisee) allows the respective entrepreneur to conduct his business successfully without even having prior experience, knowledge or training in this field (Shagova, 2011).

A franchisor is in most cases a large company that has a certain business reputation and a well-developed brand in the consumer market. It issues a franchise under a franchise agreement for a certain period of time and on the agreed terms to the user for the right to use the franchiser's trademark in a certain territory in his commercial activity. The franchisor issues a license or transfers the right to use its trademark, technology and operating systems. First of all, such a company works for its image, develops its business and debuts business processes, and then sells its franchises to those who wish to repeat its success.

The franchisee is a legal entity that acquires from a franchisor for a certain period and under certain conditions an exclusive right to conduct commercial activities using the trademark and technologies of the right holder in a certain territory. For the possibility of training, the use of a trademark, the system of work and support in building a business franchisee pays the franchisor a service fee (royalties). In addition, the franchisee makes an initial contribution for helping to open a business.

It is necessary to divide the concepts of franchise and franchise system. The franchise is a business system that a franchisor sells to a franchisee. The franchise package includes methodological manuals for conducting activities and other materials from the franchisor. The franchise acts as the object of a franchise agreement and represents a set of various advantages, which includes the right to use the brand and business model of the franchisor. The franchise can be the methods of doing business, technology and a trademark with mutual obligations and benefits between the transferring and receiving parties, provided for a fee and issued in accordance with the law on the protection of intellectual property.

The franchise system is the organizational structure of a franchise business that consists of a franchisor company at the head and a franchise network (franchisee) that is under its control.

Many entrepreneurs have already appreciated this way of doing business. However, we can identify a number of difficulties that hamper the development of franchising (Bodina, 2014). The main difficulties hampering the promotion of franchising are:
- imperfection of the legislation in this area;
- low state support;

- lack of interest of banks in interaction with franchising systems;
- low popularity of franchising.

Despite the difficulties mentioned, the various researches show the international market of franchising has grown strongly in recent years. There are new companies with interesting products and services, which reach the international level. For franchisees the opportunity to develop their business outside the country through the franchising system is a chance of active growth of the company, because it is difficult to do this alone due to the difference in mentality and ignorance of the local market.

As a rule, franchising has the following advantages: risk reduction, standardized products and systems, accessible monitoring and counseling, ongoing research and development, financial assistance, guidance, etc. Franchising has found its greatest spread in the sphere of catering. The purchase of a fast food franchise has become popular because in this area almost everything comes down to established standards. The owners of the brand have the opportunity to develop their business, spread it. And entrepreneurs can freely use the proven mechanisms of work, advertising and customer loyalty.

Most entrepreneurs understand that the fast food market is one of the most profitable business areas. However, the promotion of your own brand may take a lot of time and money, moreover, even after taking all possible measures, no one can guarantee you a one hundred percent success. That is why one of the most popular options, both among experienced businessmen and among beginners, is the purchase of a franchise already promoted network of fast food restaurants.

The franchise for fast food allows you to save money. It's about saving time, because in the first stages it allows you to get rid of unnecessary problems in organizational moments.

Thus, the benefits of franchising catering for franchisees are as follows:

1). The famous name. The likelihood that the client would prefer to go to a familiar fast food restaurant is extremely high. Accordingly, acquiring a franchise of the famous network, the franchisee automatically receives a high demand for its products and ready-made client base. Of course, the degree of fame of a franchisor may be different, and the more it will be, the more profits you can get from the first days of work.

2). Ready and effective business model. The competent management of the franchisor, the favorable location of the restaurant and the proper organization of the business as a whole make it possible to ensure a high profitability of the franchise establishment even at the start of the project.

3). Consultations on all aspects of the fast food restaurant. Most of the developed networks of catering establishments provide new partners with the services of their specialists and personal supervisors who provide advice on all legal, financial, organizational and other issues of the restaurant's activities.

4). Assistance in finding the necessary equipment. Almost all companies working in this area pay a lot of attention to the organization of the franchise business, the most important aspect of which is properly selected equipment. Some of the franchisors not only take responsibility for finding the right equipment, but also help their partners with its installation and give detailed instructions on how to use it.

5). Marketing support. Despite the fact that the promoted brand itself is a huge advantage, both for the network itself and for its franchisees, companies are making the institutions of their new partners a part of their own federal and regional advertising campaigns. Moreover, most franchisors working in the field of fast food familiarize their partners with their marketing strategies and give them branded promotional materials. Also the information about the franchisee restaurant is posted on the official website of the company.

6). Ready-made assortment of dishes, disclosure of recipes of the network. Almost every chain of fast-food restaurants has its own, unique menu with properly placed accents. Access to the recipe, which is sometimes (as in the case of KFC) is a secret, and just the subtleties of preparing specialties give franchisees another advantage at the start of the project.

7). Training of franchisee and its employees. Serious companies working in the field of fast food, consider it necessary to familiarize new partners and their employees with all the intricacies of business organization and technologies for providing quality services. For this, franchisers tend to intern their franchisees and their staff, conduct special seminars and trainings.

8). Providing contacts of trusted suppliers. Delivering quality products at reasonable prices is one of the factors in the success of this business. Since franchisors are also interested in the development of your institution, they usually provide contacts to partners that supply only high-quality products. So, the franchisee automatically insures itself against the risk of receiving second-class goods at an inflated price.

9). The ability to exchange information with branches in other cities, consult with specialists on a regular basis, get all the necessary additional information, jointly find out possible financial problems.

For franchise sellers, running such a business is very profitable. They are interested in the possibilities of its maximum development. A novice entrepreneur buys the right to use the brand, and the owner receives a large flow of customers.

Today, such a variant of franchising is a great opportunity to diversify business, increase its reliability and success. But, much in this case also depends on the personal qualities of the scheme. Therefore, when you

want to choose one of the options, you should assess all prospects for the development of the case for yourself, and then make the final decision. The development network, the stage and the system are different. First get all the possible information, and then spend your money.

Thus, international franchising is the most stable and risk-protected form for young entrepreneurs, as evidenced by increased sales of franchisees. The possibility of free exchange of technologies and quality standards between partner countries allows to maintain a high level of competitiveness in comparison with local companies.

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ABSTRACT

When we finished our university life, first we always start to think about what we are going to do.
We have lots of options, such as start master's degree program, travel somewhere, find an internship or try to find a job. Especially in Turkey if you couldn't find a job about your occupation, you can start master's degree, some 'Work and Travel' program or travel somewhere. But these three options depend on your financial situation. I mean your family have to support you otherwise you have to start work in daily jobs or low paid jobs like waiter, delivery staff etc. This is how it works even in USA, UK, Asia, or big European countries. This is really huge problem for a sustainable future. Most of youth cannot work in their occupation or which bachelor degree they have.
Have you ever thought why unemployment rates are different each countries? Or
How can we decrease the unemployment rate?
Who is the responsible from this problem?
These may be most determinant factors of unemployment rate: Culture, region, quality of education.
So as we got to understand, factors such as culture, region, quality of education play a massive part in shaping our future right now. But what is the importance of each one of these three determinant factors? Which one is by far the most important one?
Let me examine and answer to these questions.

Keywords: Unemployment, education, youth, Europe, solutions.

INTRODUCTION

There is wide variation in youth unemployment among OECD countries. This paper seeks to explain some of this variation on the basis of institutional and economic differences between countries. Economic differences are captured by the rate of adult unemployment, which proxies for the overall state of the labor market. Two institutional factors play a central part: the educational system's role in signalling the suitability of a job seeker for a particular job, and the degree to which employers are prevented from dismissing workers. I show that, as might be expected, relative to the level of adult unemployment, youth unemployment is high in regulated labor markets in which employers are restricted in their freedom to dismiss unsuitable workers. Conversely, it tends to be low in liberal labor markets and also in countries in which the educational system sends very clear signals about job seekers' abilities and skills. This latter can offset the tendency for higher youth unemployment in regulated labor markets. These arguments are supported by the results of regression analyses using data from 27 OECD countries from the late 1990s.

Since we were kids, we got to hear these kind of questions; What is your dream job or what you are going to be, what will be your occupation?

Most of the children have some dream about their future job but especially when we graduate from high school, if your family do not plan your education life and your teacher, mentor do not give some advise according to their experiences, you really start to think about what really you are going to do or what will you like to do in professional life. It is a serious issue even for that age. Some of you may be lucky because you can know about scholarship, free education, volunteer program accidentally. But just some for of you, the question will be 'What will happen to rest of youth?'.
At the same time development of technology and changing of trends cause some professions are formed while some professions are disappearing. Youth unemployment rate that is the one of the biggest problem of Europe is forcing Eurozone. Greece, Spain, Portugal, France and Italy are struggling with a great economic crisis. Graphic 1 shows the unemployment rates of the major countries in Europe.
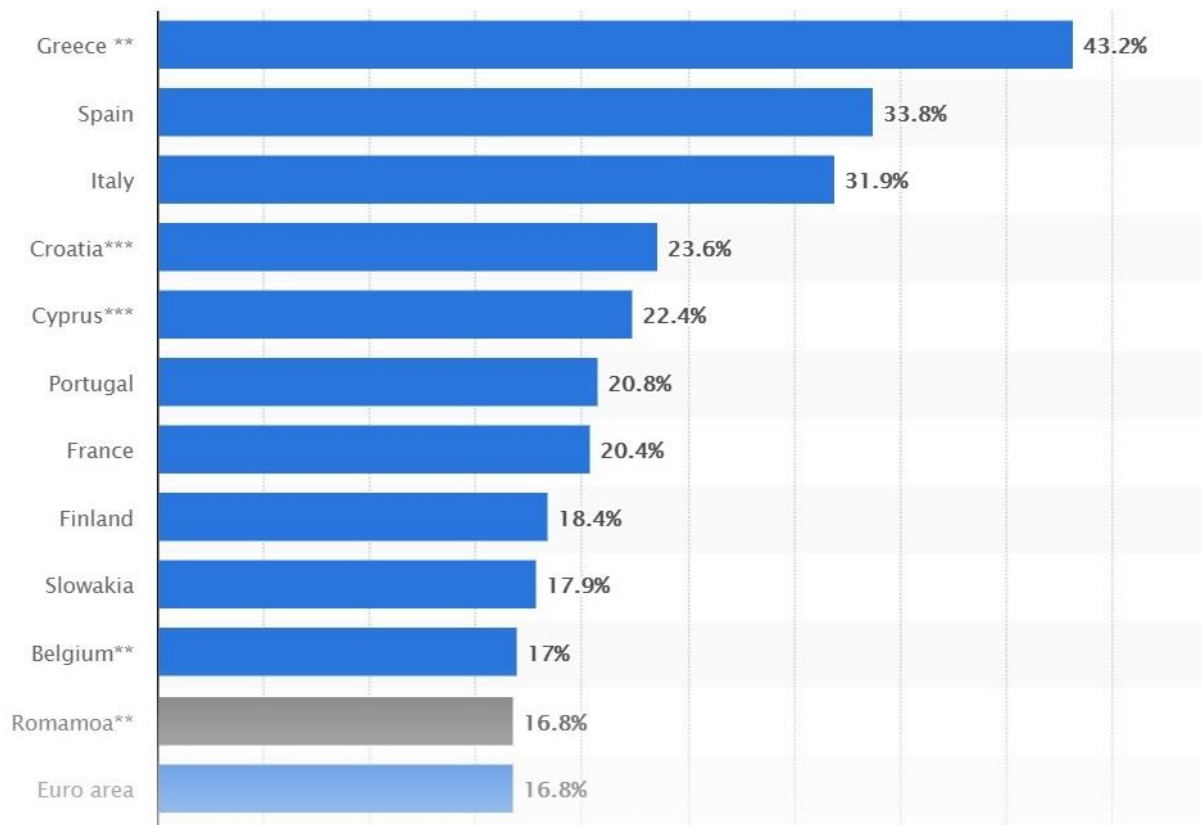
Figure 1

Does the increasing rate of youth unemployment in different parts of the world try to send us messages? How much the factor like socio-cultural differences, political, crisis, quality of education, region, welfare level, period influence the unemployment? How we can provide job opportunity to youth?

1. YOUTH

The youths are the backbone of every society. "Youth" is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group.

However, age is the easiest way to define this group, particularly in relation to education and employment. Therefore "youth" is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment. This later age limit has been increasing, as higher levels of unemployment and the cost of setting up an independent household puts many young people into a prolonged period of dependency.

The youth in 21. Century is totally different from ones before. They did not see anything like World war or famine. For example, if you born in 1977 between 1994 you are Generation Y or in 1995 between 2012 you are Generation Z. Researchers call these two generation as a child born in technology. Old people say to youth 'You are so lucky because of technology, we did not have a chance like that, you can reach almost everything with internet'. But I am not sure youth is lucky because of technology and internet. As said before "With great power comes great responsibility", if you cannot learn how can use technology and internet, you can lose yourself specially for youth. It can be dangerous in wrong hands. We have to educate the youth about technology and internet in the correct way.

On the other hands the technology start to steal our jobs from our hands. "Industry Four" is the upcoming trend in the manufacturing world and this new trend will be the major enemy for the increasing unemployment ratios. I will explain that 'How we can protect our job opportunities and ourselves?' in solutions of youth unemployment part.

2. UNEMPLOYMENT

Unemployment is defined as a situation where someone of working age is not able to get a job but would like to be in full-time employment.

A person's labor force status falls into one of three categories: employed, unemployed or economically inactive. Eurostat uses the International Labor Organization (ILO)'s definitions of employment and unemployment. The labor force, also called the active population, comprises those employed or unemployed. The definitions apply to young people just as they do to any other age group.

Youth unemployment rate is the percentage of the unemployed in the age group 15 to 24 years old compared to the total labor force in that age group. However, it should be remembered that a large share of people between these ages are outside the labor market (since many youths are studying full time and thus are not available for work), which explains why youth unemployment rates are generally higher than overall unemployment rates, or those of other age groups. For this reason the youth unemployment ratio is often used: the percentage of unemployed young people compared to the total population of that age group (not only the active, but also the inactive such as students).

The main indicator of youth unemployment is the youth unemployment rate for the age group 15-24. This uses the same standard definition as the unemployment rate for the population of working age. For a given age group, it is the number of those unemployed divided by the total number of people in the labor market (employed plus unemployed).

Because not every young person is in the labor market, the youth unemployment rate does not reflect the proportion of all young adults who are unemployed. Youth unemployment rates are frequently misinterpreted in this sense. A 25 % youth unemployment rate does not mean that '1 out of 4 young persons is unemployed'. This is a common fallacy. Also, the youth unemployment rate may be high even if the number of unemployed persons is limited. This may be the case when the young labor force (i.e. the rate's denominator) is relatively small. This is not an issue for the unemployment rate of the whole population of working age due to the higher participation of that population in the labor market (43 % at ages 15-24, compared to 85 % at ages 25-54, 2012 EU-28 estimates).

Another indicator of youth unemployment published by Eurostat is the youth unemployment ratio. This has the same numerator as the youth unemployment rate, but the denominator is the total population aged 15 to 24. It thus gives an unemployment-to-population measure. The size of the youth labor market (i.e. the size of the young labor force) does not trigger effects in the youth unemployment ratio, contrary to the unemployment rate.

The youth unemployment ratio is by definition always smaller than the youth unemployment rate, typically less than half of it. This difference is entirely due to the different denominators.

3. TYPES OF UNEMPLOYMENT

a). Demand Deficient Unemployment. – Lack of aggregate demand in economy (e.g. unemployment rises in a recession)

b). Structural Unemployment – workers lack necessary skills or suffer from geographical immobility

c). Real Wage Unemployment – wages above equilibrium, e.g. due to high national minimum wage.

d). Frictional unemployment – workers in between jobs

e). Voluntary Unemployment. – workers prefer not to work

4. YOUTH UNEMPLOYMENT

The youth unemployment rate is the number of unemployed 15- 24 year-olds expressed as a percentage of the youth labor force. Unemployed people are those who report that they are without work, that they are available for work and that they have taken active steps to find work in the last four weeks.

For much of the last decade, global leaders in business, government and the non-profit world have been sounding a loud alarm about a mounting youth employment crisis.

Nearly every country in the world grapples with this challenge, but it hits low-income countries especially hard. And even where there is work, much of it is low-paying. The ILO estimates that about 156 million (or 38%) employed youth in emerging and developing countries were living in extreme or moderate poverty in 2016 -- equivalent to less than $3.10 per day. This is huge gap.

Without work experience and income, these young people are vulnerable to a lifetime of continued poverty. Desperately searching for a more promising future, they migrate to other countries where they will likely also struggle to find work and a better life. Their plight also has major implications for national companies and global businesses seeking to expand or invest in frontier markets that hold economic promise. Chronic youth unemployment puts a brake on national economies, and the lack of a literate and skilled young workforce limits businesses' ability to generate higher growth, better profits and more jobs.

Furthermore, businesses' ability to innovate and modernize is inhibited when so many young workers don't have the skills they need to succeed in increasingly automated workplaces. As the International Commission for Financing Global Education Opportunities reported last year, about 40% of employers worldwide find it difficult to recruit people with the skills they need.

It will be difficult to narrow that skills gap – especially in developing countries – so long as there are hundreds of millions of children who never receive even a primary school education or get schooling of such poor quality they don't really learn what they need to know. That's the much quieter – too quiet – crisis lurking behind youth unemployment. Global businesses and other major private sector institutions have a big stake in helping turn it around. Responses to the global education crisis have for too long lacked the great urgency and resources necessary to solve it.
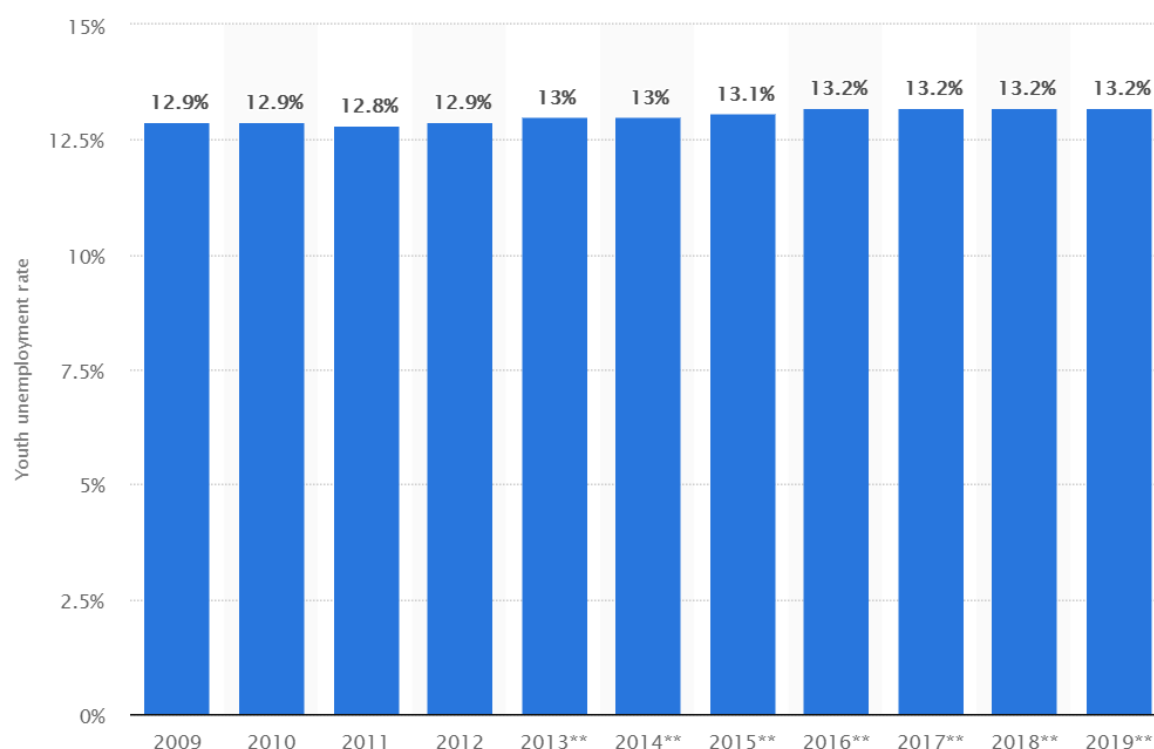
Figure 2

4.1 Youth unemployment causes

a). Absences of quality education: One of the main causes of the youth unemployment crisis is the lack of quality education worldwide. For example there are lots of youth who graduated from Business Administration department in Turkey recently but most of them are working in different jobs or they do not work due to their education quality. Employers wants different skills from them like crisis management. Imagine that they did have not any idea what is the Business Administration when they choose this department. This is horrible and dangerous for our future.

Now most of the youth can study university, it is not a big deal. Everyone wants to be a lawyer, doctor, engineer

but also countries needs to workers, plumber, repairman etc.

The government have to help for students to shape their future, make students want to work on different sector. By ensuring quality education globally, students will be able to acquire skills needed for gaining employment.

b). Financial crisis: Though the current youth unemployment crisis is not caused by the financial crisis alone but it makes more fragile economic. As we all now Greece and Spain, for example, were experiencing high youth unemployment years before the financial downturn, and a sudden surging of economies wouldn't be enough to put the 74 million unemployed young people to work. Furthermore, the youth unemployment rate is two to three times higher than the adult rate no matter the economic climate. The recession does, however, affect the quality and security of jobs available to young people.

c). Skill mismatch: The skills mismatch is a youth unemployment cause that affects young people everywhere. There are millions of young people out of school and ready to work, but businesses need skills these young people never got. Young people end up experiencing a difficult school-to-work transition, and businesses are unable to find suitable candidates for their positions.

Similarly, young people who have advanced degrees find themselves overqualified for their jobs, and many young people are also underemployed, meaning they work fewer hours than they would prefer. There is an economic as well as a personal cost here: young people are not being allowed to work to their full potential.

d). Corruption: Corruption is considered a strong constraint on growth and development. Economies that are afflicted by a high level of corruption—which involves the misuse of power in the form of money or authority to achieve certain goals in illegal, dishonest or unfair ways—are not capable of prospering as fully as those with a low level of corruption. Corrupted economies are just not able to function properly because corruption prevents the natural laws of the economy from functioning freely. As a result, corruption in a nation's political and economic operations causes its entire society to suffer.

e). Lack of entrepreneurship and life skills education: The impacts on the educational system won't be enough because starting a new business will require so much investment and most of the people won't dare to take that kind of risk. Because it takes too much time and effort for affording for a new job and if your plans fail, you will lose approximately everything. The improper funding of various learning institutions in the world has bred enough bags and bunches of unemployed youths. Young people want to make their own business by starting businesses often struggle to find access to affordable loans, or loans in general. This is partially due to a lack of collateral. High interest rates also make it difficult for young people to repay their loans on time. The World Bank notes that <1% of loan portfolios of loan providers are directed at those under the age of 30.

4.2 Usual solutions of youth unemployment

a). Quality education: Initiatives or extracurricular instruction that target the skills gap can focus on anything from employability skills to job hunting and interviewing to entrepreneurship to vocational education (including opportunities in the green economy). Ideally, in the future, these kinds of education will be embedded into national curricula, tackling the skills gap. The child ages are the most important time period of a person's life time about the creativity factor. For increasing the creativity in primary schools, the lessons about arts, building structures, music and others with creativity factors have to be regarded and in every class, those lessons have competitions and rewards for gaining children's attention. In high school level, all of the children are so obsessed with their exam scores and the university pass exam. Playing on a music band, playing a sport or coping with a hobby is meaningless and ineffective. Playing a music instruments, joining a team sport and doing any kind of an art also helps people to increase their creativity. Playing an instrument on professional level or playing on a sport team will add the student's exam points, this will be the most efficient way to push students for being social and creative. Those extra motivation and boost will affect the attention about creative activities. Skill is an important way of investing in the youths. The skill youths acquire will help them to be publicly employed and also self employment.

b). Gender equality: To resolve the youth unemployment crisis, the focus must also shift toward gender equality in education. Focusing on girls. Gender distribution in the international labor force is woefully disproportionate. According to the ILO, 53.9 percent of young men compared to 37.3 percent of young women are employed. This is due in part to cultural beliefs regarding working women, but also has to do with a lack of women's education. Globally, 61 million young women are not enrolled in primary or lower-secondary school. Therefore, addressing gender inequality in education is a necessary step towards reducing youth unemployment.

c). Fighting Corruption: The sincere fight to eliminate corruption in various countries is an important and helpful tool to reduce high youth unemployment. It is the dishonest way of leaders that made them to embezzle the money which would have been used for national development and employment generation to foreign banks. A lasting solution to youth unemployment is devising means to stop corruption which in turn will prevent the governing body from money laundering. Strong anti-corruption bodies should be established and they are to be independent of government. Punishing any government official caught in corrupt practice is an important tool to be used to create employment for the world youths. Irrespective of the class of offence the official committed and that is stamped corruption, adequate punishment is to be exercised on the offender.

d). Skills matching: It was reported in 2016 that about 40 percent of employers find it difficult to recruit people with needed skills. The private sector, government and education systems need to start collaborating to determine what knowledge and skills young people should be taught in order to find rewarding work. Considering businesses are suffering from the skills mismatch, too, they need to take a more active role in promoting appropriate education and skill-building for young people from an early age.
Representatives from HR can provide career advice and give advice on job hunting, too. Social enterprise initiatives and non-profits are helping facilitate these connections, as are schools individually. However, wider efforts to involve the private sector in education are needed.

e). Youth access to capital: The greatest challenge facing global education is a lack of investment, a concept the business community understands well. Aside from reforming education, tackling youth unemployment will also take commitment to funding research, educational programs and employment programs. For young people keen to get start-ups funded, they don't have to rely on banks alone. There are lots of angel investors and also crowdfunding sites like Kiva.org and networks like Youth Business International give young people all over the world the chance to get the support they need to build their enterprises and increase their incomes. With more programmes like these being created every day, the future is getting brighter for aspiring entrepreneurs.

That, to be sure, is a big leap, especially as governments – industrialized donor countries and develoment countries alike – are straining to meet so many other needs within their borders and around the world. But without this new level of investment generations of children will miss out on the education they deserve – and the repercussions will reverberate around the world.

CONCLUSION

In conclusion, the most important factors in young unemployment in today's world are to keep up with education and the era. Also the economic crisis has had effects that go beyond a significant increase in youth unemployment. Especially countries like Singapore, Finland and Japan, which have a high level of wealth and high quality education, is good at keeping youth unemployment rate in low level. Now, global world take action about this issue.

Resolving the youth unemployment crisis is critical for not only the well-being of youths worldwide, but also for the global economy. Mass youth unemployment slows progress and thereby it is essential to take steps toward ending it.

So as we got to understand, youth unemployment rate a massive part in shaping future right now in the world. Graphic 2 shows the unemployment rates increase every year and it is going to increase next year too. But I believe that it will start to decrease in 5 years.

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VIRTUAL CURRENCIES AND CRYPTOCURRENCIES IN UKRAINE: TRENDS IN THEIR INTRODUCTION

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ABSTRACT

Against the backdrop of intensification of the globalization processes, there is a growing interest in the use of money that would meet the needs of the time, that is, electronic money and virtual currencies. As to the attitude of many Ukrainian scientists towards the issue of the existence of virtual currencies, it is very different. There is no one united mind about the essence of the concept of virtual currencies. Someone say that it is financial innovation which will save payment system of the world, and on the other side it could be the instrument of money laundering and terrorist financing. In the article the author explores the essence of the virtual currency. Also in the article you can see the rating of cryptocurrencies and learn about top 10 virtual currencies in terms of capitalization. The goal of this study is to analyze the problems of using virtual currency in Ukraine, to determine the prospects for its development in the country and the possibility of developing its own virtual currency. In the article you can see the classification of the virtual currency and comparing of their distinctive features. The author defines the state of the crypto market in Ukraine and the trends of its development in the world. For example, Ukraine is in the top 10 countries in the world by the number of virtual currency users, and daily trading volumes using hryvnia reach 1.9 million US dollars. In the article you should learn about the main stages in the development and establishment of Ukrainian cryptocurrency which called Karbo. The creators of Karbo presents it like is a decentralized peer-to-peer exchange network and stable exchange medium, designed to be used by customers and merchants as private Internet money that respects and protects their privacy. They think that in future Karbo will be a national electronic exchange tool not only in Ukraine, but in the world. In the article the author tell about the legal status of virtual and cryptocurrencies in Ukraine. It should be noted that the financial regulator states that cryptocurrency is not subject to the regulation of currency legislation and curries a lot of risks not only for it owners, but to the economy of the country at all. The result of this study is highlighting the risks of cryptocurrency in Ukrainian market and finding opportunities to cover such risks.

Keywords: virtual currency, cryptocurrency, stock exchange, crypto market, Karbo.

INTRODUCTION

Against the backdrop of intensification of the globalization processes, there is a growing interest in the use of money that would meet the needs of the time, that is, electronic money and virtual currencies. Global financial crises, the development of financial technologies and changes in consumer preferences regarding enhancing mobility, convenience, speed, availability, security and reduction in cost of services and information visualization have contributed to the emergence of virtual communities with the creation and distribution of their own currency and retail payment systems.

As to the attitude of many Ukrainian scientists towards the issue of the existence of virtual currencies, it is as follows. Virtual currencies, on the one hand, is a financial innovation that would contribute to the development of payment systems both at the national and global levels and, on the other, could become the instrument of money laundering and terrorist financing in the hands of criminal elements. This is the relevance of the chosen topic.

The goal of this study is to analyze the problems of using virtual currency in Ukraine, to determine the prospects for its development in the country and the possibility of developing its own virtual currency.

1. THE DIFFERENCE BETWEEN VIRTUAL CURRENCY AND REAL MONEY

Virtual currency differs from real money, which has the form of the coins and paper money of the country, and is its legal means of payment and widely acceptedand usedas aninstrument of exchange in the country of issue. Virtual currency is also different from electronic money, which is a digital means of expressing real money, and used for electronic transfer of the reflected real currency value and acts as a legal means of payment. Virtual currency is essentially the currency that operates transparently, is freely distributed not through the banking system, shows no depreciation, has reliable protection against counterfeiting, and can be used not only as a measure of value and a means of payment, but also as an investment vehicle. This is confirmed by the creation and successful operation of virtual currency exchanges, investment projects and infrastructure elements. (Karcheva, Nikitchuk, 2015)

Virtual currency or cryptocurrency may not be compared with electronic money for a number of reasons:
- cryptocurrency does not determine any debt obligations of its owner or issuer;
- there is no single emission center or central administrator in the cryptocurrency system;
- payments can be made on an anonymous basis within a certain cryptocurrency system, which for payers and recipients of cryptocurrency means a complete lack of control on the part of any third parties, including government authorities;
- the process of creating new types of cryptocurrencies or increasing the volume of cryptocurrency within one cryptocurrency system is possible. (MacDonald, Allen, Potts, 2016)

2. CRYPTOCURRENCY IN THE WORLD AND RATINGS OF THEIR RELIABILITY

Many people in Ukraine and the world as a whole usually identify the concept of virtual currency and cryptocurrency with Bitcoin as the first and most famous of these currencies, although more than 800 different virtual currencies, over 80 of which are direct clones of Bitcoin, turn round at exchanges. CoinMarketCap indicates the availability of 1640 virtual currencies and the operation of 11,168 markets.

It should be noted that the number of virtual currencies - Bitcoin clones or currencies created on the basis of Bitcoin is annually increasing. Thus, 19 such cryptocurrencies appeared in 2017. According to forecasts, in the current year 2018, there may be more than 50 such currencies that could significantly reduce the cost of Bitcoin (more than 10%). It bears reminding that on August 1, 2017, Bitcoin was divided into two separate currencies - Bitcoin (Original) and Bitcoin Cash due to the fact that the developers of cryptocurrency could not resolve differences of the software. The most successful of these two currencies is Bitcoin Cash. Nowadays, its capitalization is 18 billion US dollars. The top 10 virtual currencies in terms of capitalization for the entire period of their existence are shown in Fig.1. (OfitsiinyisaitinformatsiinohoahentstvaBitcoincharts, 2018)
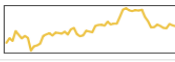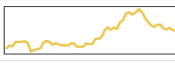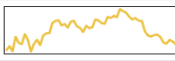
#	Name	Market Cap	Price	Volume (24h)	Circulating Supply	Change (24h)	Price Graph (7d)	
1	Bitcoin	$127 322 587 213	$7 455,87	$4 477 740 000	17 076 825 BTC	-0,75%		...
2	Ethereum	$58 840 384 862	$589,08	$1 742 920 000	99 885 050 ETH	-0,29%		...
3	Ripple	$25 944 691 781	$0,661154	$396 093 000	39 241 525 848 XRP *	1,62%		...
4	Bitcoin Cash	$18 376 082 914	$1 070,44	$636 797 000	17 166 850 BCH	-3,45%		...
5	EOS	$12 198 386 887	$13,61	$1 326 960 000	896 149 492 EOS *	0,62%		...
6	Litecoin	$6 693 234 906	$117,75	$274 347 000	56 845 173 LTC	-1,55%		...
7	Cardano	$5 384 767 353	$0,207689	$102 130 000	25 927 070 538 ADA *	-3,03%		...
8	Stellar	$5 313 375 293	$0,285970	$46 290 200	18 580 184 261 XLM *	-1,83%		...
9	IOTA	$4 695 432 712	$1,69	$80 237 200	2 779 530 283 MIOTA *	-2,17%		...
10	TRON	$3 843 562 284	$0,058459	$190 053 000	65 748 111 645 TRX *	-0,53%		...

Figure 1.The top 10 virtual currencies in terms of capitalization (print screen)

At fig.2 you can see percentage of total market capitalization of virtual currencies since 2013. (OfitsiinyisaitinformatsiinohoahentstvaBitcoincharts, 2018)

Figure 2.Percentage of total market capitalization of virtual currencies (print screen)

As you can see from fig.2 in 2018 the amounts capitalized virtual currencies compared to 2013 decreased.Instead, we can see a variety of such capitalizedvirtual currencies and it is good for the market of such type of currency.

It should be noted that the financial rating agency Weiss Ratings published the rating of 93 cryptocurrencies in May this year. The company has evaluated them by two criteria: technology and distribution, as well as risk/reward ratio.

The researchers argue that the results have been obtained with the use of a complex algorithm rather than the arithmetic mean of these criteria.

Weiss Ratings has assigned the A - E grades to cryptocurrencies, where A is the highest and E is the lowest grade.

None of the rating participants has received an A grade.

The best indicator, a B grade, has been received by the three cryptocurrencies -Cardano, EOS and Decred.

The ranking further contains the currencies with the grade of B-. This category includes Bitcoin, Ethereum, Ripple, Stellar, TRON. (Reytingkriptovalyut: bitkoin ne popal v troykuliderov, 2018)

Here are the indicators of cryptocurrencies with the capitalization of 5 billion USD and above (table 1).

Table 1

Highest rated cryptocurrencies
(with5 billion USD or more in market cap)

Cryptocurrency	Overall Weiss Rating*	Technology and adoption*	Investment risk and reward*
Bitcoin	B-	B	D+
Cardano	B	A-	D+
EOS	B	A-	C-
Ethereum	B-	B	C-
Ripple	B-	B+	D+
Stellar	B-	B	C-
TRON	B-	B-	C-

* A = excellent; B = good; C = fear; D = weak; E = very weak

And here is a list of the worst ranking cryptocurrencies, the capitalization of which exceeds 100 million USD (table 2).

Table 2

Lowest rated cryptocurrencies
(with 100 million USD or more in market cap)

Cryptocurrency	Overall Weiss Rating[*]	Technology and adoption[*]	Investment risk and reward[*]
Bitcoin Gold	D	C-	E+
Bitcoin Private	D-	C-	E-
Electroneum	E+	E+	E
ReddCoin	D+	D	C-

[*] A = excellent; B = good; C = fear; D = weak; E = very weak

3. CRYPTOCURRENCY IN UKRAINE AND UKRAINIAN EXCHANGE CRYPTOCURRENCY

Ukraine is in the top 10 countries in the world by the number of virtual currency users, and daily trading volumes using hryvnia reach 1.9 million USD. This is stated in the announcement made by the Better Regulation Delivery Office (BRDO).

A cryptocurrency is changed into hryvnia by the three exchanges in Ukraine: Exmo, Kuna, BTC TRADE UA. Daily trading volumes on them using the national currency are as follows: Exmo Exchange - 1,275 million USD, Kuna – 403,000 USD, BTC TRADE UA - 232,000 USD.

For all those wishing to become an investor in virtual currencies, the representatives of the Kuna Exchange have developed a simple mechanism of operation at the stock exchange:

1. Go directly to the Kuna website, pass verification, and create an account.

2. Transfer money from the card to one's own account, to the deposit account on the exchange. It is possible, for example, to transfer money in hryvnia from PryvatBank. This bank provides for a certain merchant account, to which one can transfer money just as one can buy tickets to the cinema. But there are other ways to pay for the purchase of bitcoin. The next step is to place an order to buy a certain amount of bitcoins or other virtual currency, and wait for someone to execute this order.

3. Create a wallet outside the exchange.(Ukraina u TOP-4 krainshchodoobsiahurynkuBitcoin: ekspertypoiasnyly, chomutsepohano, 2018)

The BRDO notes that in 2017-2018, the companies of Ukrainian origin created 25 cryptocurrencies, and the volume of funds raised through ICO amounted to more than 99 million USD. At the same time, the volume of mining in Ukraine exceeds 100 million USD a year, and the volume of the Bitcoin market has reached 2.5 billion USD, that is, about 2.5% of GDP.

With regard to the above mentioned, experts see a direct correlation between the level of the shadow economy and an interest in cryptocurrency. Thus, Russia (5% of GDP), New Zealand (4% of GDP) and Nigeria (3.5% of GDP) are located next to Ukraine. In addition, it was Ukraine where the purchase of real estate was made with the use of virtual currency for the first time in the world. (Carnes B., 2017)

4. VIRTUAL CURRENCY OF UKRAINE

Ukraine has also created its own virtual currency – Karbo. According to the information of creators of this virtual currency, Karbo is a stable exchange medium, designed to be used by customers and merchants as private Internet money that protects their privacy. It does not have centralized management or issuer and ensures privacy and anonymity of transactions without intermediaries and regulators. For mining expensive specialized equipment is not required.

Karbo is based on principles of the Austrian school of economics which emphasizes the spontaneous organizing power of the price mechanism and holds that the complexity of subjective human choices makes mathematical modeling of the evolving market practically impossible.

In the figure 3 there is an example of Karbo Wallet that you can opened and worked with. (OfitsiinyisaitkryptovaliutyKarbo,2018)
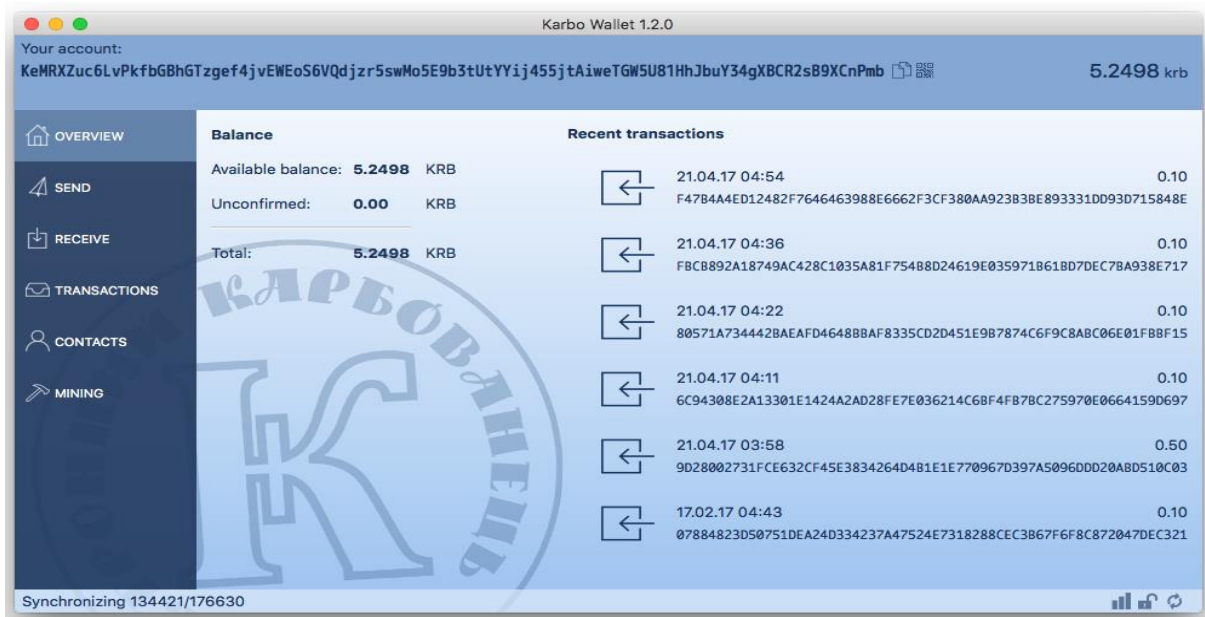
Figure 3.Karbo Wallet (print screen)

The main stages in the development and establishment of Karbo as a national electronic exchange tool are:

30/05/2016 - the project was launching and wallets for Windows and Linux, as well as the Command-line suite were creating;

22/06/2016 - first official faucet was launched and everyone got opportunity to get first free trial Karbo;

1). 05/07/2016 – Karbo listed at Cryptopia exchange;

2). 28/08/2016 - Cyrillic-supported software elements in file and folder names were launching;

3). 28/09/2016 - Mac OS wallet was creating;

4). 07/10/2016 - Karbo listed at Livecoin.net;

5). 23/12/2016 – Company introduced karbowanec: URI scheme support that is important usability improvement which allows to request and make payments conveniently;

6). 02/04/2017 - Karbo listed on Ukrainian exchange BTC Trade UA. A free payment gateway karbo.club with plugins for online stores created;

7). 13/02/2018 - first Web-wallet karbo.me was creating.

The official value of Karbo in September is 5.22 UAH or 0.186 USD or 0.158 EUR for 1 KRB. (OfitsiinyisaitkryptovaliutyKarbo, 2018)

On the figure 4 you can see dependence of the volumes of Karbon emission and amount of reward you can get by mining.
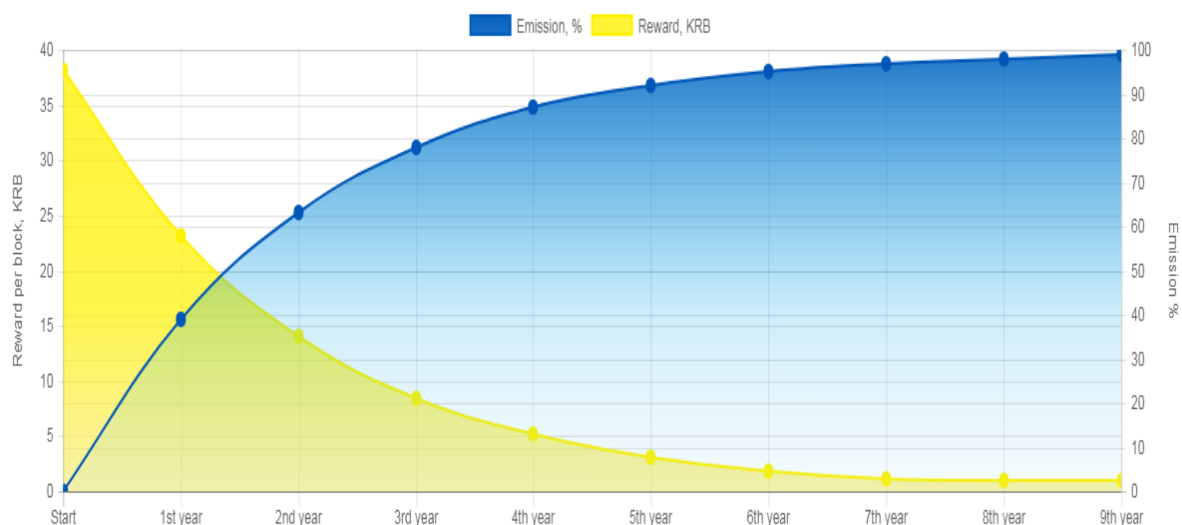

Figure 4.Karbo emission and reward (print screen)

As you can see from this figure after the reward for the block decreases to 1 krb. (97% of the initial emissions), it will remain constant.In the latest year of emission you can get only minimal volumes of Karbo.

5. THE LEGAL STATUS OF CRYPTOCURRENCY IN UKRAINE

In Ukraine, the legal status of virtual and cryptocurrencies remains uncertain. The financial regulator represented by the NBU states that cryptocurrency is not subject to the regulation of currency legislation for a number of reasons, namely:

– it is not subject to the regulation of electronic money circulation and use as the means of payment (does not exist in the form of banknotes, coins, records in bank accounts, it may not be recognized as money);
– cryptocurrency is not bound to currency of either country of the world (may not be a legal means of payment of another state or currency value);
– is neither issued by the bank and nor a monetary obligation of a certain person, therefore it may not be recognized as electronic money;
– is not subject to civil law relations regarding the regulation of activities with securities;
– has neither standard form with relevant details, nor monetary symbol.(Cesarano, 2018)

In addition, the NBU believes that any financial transactions involving cryptocurrencies, as well as the funds received from transactions with cryptocurrency, may not be considered as "clean", given the provisions of the Law of Ukraine "On Preventing and Combating Legalization (Laundering) of Income Obtained in an Unlawful Way, Terrorism Financing and Financing of Proliferation of Weapons of Mass Destruction" No.1702-VII dated October 14, 2014, in particular Article 10, on the basis of which the subject of the primary financial monitoring shall, or is entitled to, refuse to carry out such financial transaction, when it is impossible to identify the sources of funds, as well as to sufficiently identify the parties to the financial transaction. (Walton, 2018)
The first step to regulate the relations related to the circulation of cryptocurrencies in Ukraine has been the draft Law "On Turnover of Cryptocurrencies in Ukraine" No. 7183, by which the attempts to define the concept of cryptocurrency and to establish the general principles for the use of such currency have been made. In accordance with this draft law, cryptocurrency is the object of ownership, and transactions with it may be carried out based on the general provisions of an exchange agreement.
So far, the two bills, which relate to the legal status and circulation of cryptocurrencies, have been registered in the VerkhovnaRada:
– Draft Law of Ukraine dated October 10, 2017 No. 7183-1 "On Stimulation of the Market of Cryptocurrencies and Their Derivatives in Ukraine" (Author of the legislative initiative S. Rybalka);
– Draft Law of Ukraine dated October 06, 2017 No. 7183 "On Circulation of Cryptocurrency in Ukraine" (Authors of legislative initiative: I. Efremova, L. Denisova, I. Kotvitskyi, I. Rybak, S. Voitsekhovska).

The National Bank of Ukraine notes that the activities related to the transactions of buying, selling, exchanging and converting into cryptocurrencies bear a great deal of risks.
These risks include, but are not limited to:
– the possibility of losing funds due to theft (for example, as a result of cyber-attacks on cryptocurrency exchange platforms);
– lack of guarantees of return of invested funds in cryptocurrencies (not guaranteed by the Deposit Insurance Fund of individuals);
– the possibility of fraud (funds can be used to build financial pyramids. The only available form of protection may be criminal proceedings. Due to the uncertain status of cryptocurrencies, governmental institutions for consumer protection in Ukraine will not have legal grounds to help investors and users);
– the complexity of using conventional methods to assess the market value of assets in cryptocurrencies;
– significant price fluctuations of cryptocurrencies, and related risks;
– lack of infrastructure (not generally accepted in trade and service networks. They are neither a legal means of payment nor a currency).

CONCLUSIONS

With the constant improvement of IT-technologies, proper cryptographic protection, legislative regulation, improvement in the infrastructure of the new type of money, taking into account the dynamics of growth in rates and the overall capitalization, cryptocurrencies will occupy an increasingly prominent place in the life of Ukrainians. This requires the implementation of the measures aimed at promoting, introducing the legal guides for business and individuals, stimulating the emergence of a liquid market (for example, hryvnia-bitcoin), the establishment of an IT-school for systematization of knowledge on the technical aspects of cryptocurrencies, especially the methods of protection.

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RETHINKING EDUCATION: SHAPING THE YOUTH`S AS THE LEADERS OF THE FUTURE IN THE HOSPITALITY BUSINESS SECTOR

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ABSTRACT

The hotel industry is one of the oldest industries in the world. It is said that no hotel can survive in this competitive environment, unless it satisfies its customers with good quality service, but for that good quality service to be provided, is obvious that it depends from the role of the employees. Today, this industry is faced with the lack of qualified employees. One of the reasons is the low income, and an additional problem in Macedonia's tourism is also the outflow of educated employees. Hospitality, being the second fastest growing economic sector after healthcare, has been the industry with the highest job opening rate in the last few years. The heart of the hospitality industry is exactly human interaction so it is necessary to invest in the education of the youth, which will benefit from employment's rate of the country and well as the economy and GDP. The hotel business sector should build its future through the engagement of young educated personnel, built personalities who with their professional skills and knowledge will contribute to its further social development. Starting from the fact that the Republic of Macedonia possesses outstanding opportunities for tourism development in different areas, as well as the fact that it is a new and unknown destination for tourists, the progress in this area in the last decade is very important, but far from satisfactory. Time is such that every area in everyday life is susceptible to change and requires people who are innovative, people who will offer solutions, people who will go beyond the established dogmas, theories, and practices.

The main goal of this paper is the analysis of the imbalance between formal education; shaping the future youth in the hospitality industry as employees and actual needs of the employment market, required job requirements from them in this industry. This paper focuses on promoting awareness of overlooking perspectives and critical issues in hospitality education by examining two possible approaches to educating future youth in the hospitality industry. It discusses education in hospitality from the perspective of employability as the primary goal and the chance of youth leaders to improve the business climate in the hospitality industry.

Keywords: youth, education, hospitality, business, economy.

INTRODUCTION

The youths are the leaders of tomorrow, they say. Leadership is often explained as the ability of the management to create such an environment that encourages the commitment of employees to participate in the implementation of the organization's strategy. It involves complex transactions between leaders and followers. Managers are not always and successful leaders, that is, leaders are not always managers. Of course, organizations regardless of size, prefer and strive to develop managers who are both leaders and leaders. Young people who are also called leaders of the future should be able to encourage change and use the values, beliefs, and needs of their followers in the performance of tasks in crisis and dynamic situations, especially in the dynamic hospitality industry. The hospitality business sector is one of the industries who never struggled to get back from the economic crisis, but instead has proved to be resilient, and now represent the mayor employer exactly for people aged 18 to 30. The hospitality industry has the capabilities to mobilize all youths in exploiting their abilities and knowledge, and create capacity to provide thousands of jobs for them. The young leader in the competitive hospitality business needs provides a strong vision and "contagious" enthusiasm, which among his followers will increases trust, aspirations and commitment to the leader. Therefore, only transformation leaders will be able to trace and set new trends in the hospitality industry.

The leader of the hospitality business must create an architecture that can coordinate and orchestrate these

things in the direction of realization of the vision of the business. Basically, this task comes down to the processes of education, the involvement of youths in theoretical and practical form of education.Unequal access to these necessary resources, in the education will stimulates youth dissatisfaction in existing social conditions, but strengthens their awareness of the importance of equal opportunities for success in education and employment. The total average risk associated with unemployment in the Republic of Macedonia is still large and unequally distributed, and you mind say that young people are desperately looking for a job. Of course, most of the reasons for high unemployment are related to the overall situation in the hospitality industry, meaning that one of the most visited touristic city in this country; Ohrid, has seasonal working hotels. The changes that young people face at the beginning of this millennium are slower, more complex, and sometimes more risky than those generations before them. It is necessary for the faculties to connect with the needs of the hospitality business sector. It is necessary to clearly define the professions, knowledge and skills necessary in the Republic of Macedonia for rapid development of this industry, and overall tourism. On the basis of these indicators, higher education should define its enrollment policy and the policy of operating the study programs and practice.

Hospitality business sector includes enterprises that directly generate most of their income from the consumption of tourists.[24] This sector includes indirect and other types of enterprises, such as construction companies, wine production and foodstuffs, textile industry, services, etc. These economic activities do not generate income directly from the spending of tourists, but supply companies that directly provide services to tourists. Hospitality creates strong links with other sectors of the economy through the multiple effects of tourism spending. Today the hospitality industry is considered to be one of the world's largest employer and therefore the hospitality industry is uniquely positioned to positively impact global youth well-being. Hospitality as a sector has the potential to generate jobs in areas where there are not many other employment alternatives. Worldwide, the number of destinations being opened and invested in hospitality is continually growing further in traditional destinations such as Europe and North America, with hospitality becoming one of the key drivers of socioeconomic development through income from exports, job creation, and enterprises and infrastructure development and in that time becoming the fastest growing economic sector in the world.

1. HOSPITALITY BUSINESS SECTOR IN MACEDONIA: ANALYSIS OF THE CURRENT POSITION

Hospitality is the most representative part of the tourism industry, and the benefits of a developed hospitality in each country are great. According to the data given by the Sector of Tourism in the Republic of Macedonia, the last review of the categorized hotels was conducted in 2016 with total of 279 categorized hotels in Macedonia. In the timeline of 6 years presented in the Table 1, given the absence of data for 2012 and 2014; information that are not available from the Sector of Tourism, the number of categorized hotels in constantly rising. From 2015 to 2016 the number of categorized hotels noticed a growth of 9,84%. In 2016, most of the hotels categorized with three stars (***) are represented as opposed to them, least are the hotels categorized with superior five stars (*****), even so their number has raised by 2 (two hotels). The review of categorized hotels for 2017 is still not published.

Table 1. Overview of categorized hotelsin Republic of Macedonia

Type of hotel	2011	2012	2013	2014	2015	2016
Superior hotel *****	/		1		3	5
Hotel *****	11		12		12	12
Superior hotel ****	/		1		2	7
Hotel ****	28		35		46	63
Superior hotel ***	/		/		5	6
Hotel ***	47		60		67	79
Superior hotel **	/		3		6	7
Hotel **	61		51		47	57
Hotel *	36		41		41	43
Total:	**183**		**204**		**229**	**279**

Beside the hotels, we are going to analyze the data from the State Statistical Office in the Republic of

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[24]Dobre, R., Ruskovic, P., Civljak, M. (2004) Management of a tourist destination. High School for Tourism Management, Sibenik, pp.18.

Macedonia in hospitality, regarding the other types of accommodation. From Table 2, we can see that the number of other establishments in the hospitality sector in the Republic of Macedonia, continuously varies through the 6 year timeline but still maintains the same number around 120 units. The variability applies to units such as: motels, camps and uncategorized accommodation establishments. In the case of boarding houses and overnight lodging houses a decline has been noticed. Analyzing the years 2014, 2015 and 2016 growth is only noticed in the worker's vacation facilities, where from 2014 to 2016 their numbers were 19 units in 2014, 21 units in 2015 to 24 units in 2016.

Table 2. Hospitality units by types of establishment in Republic of Macedonia

Type of establishment	2011	2012	2013	2014	2015	2016
Boarding houses	3	3	3	3	3	1
Motels	8	13	14	13	12	12
Overnight lodging houses	13	14	9	17	14	11
Spas and sanatoriums	5	5	5	5	5	5
Workers' vacation facilities	20	17	20	19	21	24
Children and youth vacation facilities	15	14	14	14	15	15
Camps	8	8	10	10	8	8
Houses, vacation apartments and rooms for rent	2	2	2	2	2	2
Uncategorized accommodation establishments	42	46	44	41	47	44
Total:	**116**	**122**	**121**	**124**	**127**	**122**

Because the Republic of Macedonia's State Statistical Office doesn't have available data of the participation of hospitality in the tourism industry, as well as the participation in the GDP of the country, in order to emphasis the importance of hospitality business sector in the Republic of Macedonia, the overall economic impact of the tourism industry in the Republic of Macedonia will be presented in Table 3.

And since, hospitality is considered to be an inseparable part of the tourism industry because it consists of services such as providing accommodation and serving food as well as entertainment and recreation, the data in Table 3, directly reflects on the hospitality industry as well, and the need of well qualified employees, in order to fulfill the future forecast of the tourism industry.

From the data shown by the World Travel & Tourism Council's country publication the direct contribution of the GDP in 2017 was 1.8%, with forecast to rise up to 6.4% in 2018, and to rise 3.6% by 2028. The total contribution of the GDP in the country in 2017 was 6.6% with forecast to rise to 6.4% in 2018, and to rise by 3.9% by 2028. As for the direct contribution of the employment the rise is expected to be 1.3% in 2018 and to rise to 1.6% by 2028. The total contribution of the tourism industry in the country in 2017 was 6.1%, with forecast to rise up to 3.6% in 2018, and to rise 1.5% by 2028. In the tourism industry in the Republic of Macedonia in 2017, the investment was 2.4%, with forecast to rise by 4.6% in 2018 and rise by 6.2% in 2028, representing 3.3% of total investments in the country.

Table 3. Economic impact of tourism in the Republic of Macedonia ('000 mkd den.)

	GDP: Direct contribution	GDP: Total contribution	Employment: Direct contribution	Employment: Total contribution	Investment
2017	11.2 bn	42.2 bn	12.000	44.500	5.5 bn
2028 Forecast	16.9 bn	65.8 bn	14.000	54.000	10.5 bn

2. TOURISM EDUCATION: PRESENT STATUS

For many of youth's first experiences with work in the Republic of Macedonia, is exactly through the hospitality sector. Honorary and seasonal employment in this industry attracts the youth's and later on have the chance to combine their work with formal education.[25]

Within the education system of the Republic of Macedonia, programs related to tourism are included in the

[25]Petrov, K., Poposka, M., Trpchevski, F. (1992) Basics of hospitality and tourism. Skopje, pp. 97.

secondary and university education. In addition to this within the concept of lifelong learning, there is an offer of institutionalized education through trainings, courses and programs.

2.1 Secondary education in tourism

The programs for tourism are controlled by the municipalities and they are organized in two-year program, three-year and four-year programs, offering four areas of specialization:
- Tourism and hospitality technicians (four-year program),
- Hospitality technicians for rural tourism (four-year program),
- Hospitality technicians (four-year program),
- Waiter (three-year program),
- Chef (three-year program),
- Baker (three-year program) and
- Maid (two-year program).

Fourteen secondary school in the Republic of Macedonia offer tourism programs as of the new 2018/2019 year, and the details are presented in Table 4.

Table 4. Secondary schools that offer tourism programs in the Republic of Macedonia

Town	Name of the school	Type of programs	Number of students	Total
Berovo	AcoRuskovski	Tourism and hospitality technicians Waiter	34 34	68
Bitola	Josip Broz Tito	Waiter	34	34
Veles	KoleNedelkovski	Chef / Waiter	34	34
Gevgelija	JosifJosifovski	Tourism and hospitality technicians Waiter Chef	34 34 34	102
Kratovo	MitkoPendzukliski	Hospitality technicians for rural tourism	34	34
KrivaPalanka	Gjorche Petrov	Chef / Waiter	34	34
Krusevo	NaumNaumovskiBorche	Tourism and hospitality technicians Waiter Chef / Baker Maid	34 34 34 34	136
MakedonskiBrod	Ss. NaumOhridski	Tourism and hospitality technicians Hospitality technicians for rural tourism	34 34	68
Ohrid	VanchoPitoseski	Tourism and hospitality technicians Hospitality technicians for rural tourism Hospitality technicians Waiter Chef Baker Maid	34 34 34 34 34 34 34	238
Skopje	Lazar Tanev	Tourism and hospitality technicians Hospitality technicians Waiter Chef Baker	102 34 136 102 34	408

Skopje	Saip Jusuf	Waiter	34	34
Struga	Niko Nektor	Waiter	34	34
Tetovo	MoshaPijade	Tourism and hospitality technicians Waiter	68 68	136
Stip	KoleNehnenin	Chef / Waiter	34	34
			Total:	**1394**

Beside the programs for tourism are controlled by the municipalities and the state secondary school, a private secondary school SABA – Secondary academy for business administration located in Skopje, Kumanovo, Stip and Bitola offers program for tourism.

2.2 University education in tourism

As a part of the university education system in the Republic of Macedonia, there are currently several educational institutions that create highly qualified profiles for the tourism and hospitality business sector. In Table 5, it is shown that three state faculties offer tourism and hospitality programs and two private universities with their faculties offer tourism programs as of the new 2018/2019 year.

Table 5. Universities that offer tourism programs in the Republic of Macedonia

Town	Name of the school	Type of programs	Number of students	Total
Skopje	Ss Cyril and Methodius University of Skopje- Faculty of natural sciences and mathematics	Tourism	150	150
Ohrid	University of St.Clement of Ohrid - Faculty of tourism and hospitality	Tourism Insurance Customs and shipping Management in service sector Gastronomy Hotel – restaurant management	95 70 70 60 30 40	365
Gevgeija		Tourism Business logistics Hotel – restaurant course	40 40 50	130
Stip	GoceDelcev University of Stip - Faculty of tourism and business logistics	Tourism Gastronomy and dietetics Hotel – restaurant course Business logistics Business administration	50 50 50 60 40	250
Skopje		Business logistics Business administration	130 100	230
Skopje	University of tourism and management – Faculty of tourism	Tourism	*	*
Tetovo	University of Tetovo – Faculty of economics	Tourism		40
			Total:	**1165**

*non-available data from the University

The Faculty of natural sciences and mathematics, Faculty of tourism and hospitality and Faculty of economics offer tourism programs that four-years programs, Faculty of tourism and business logistics offers the programs as three-years programs and four-years programs and the Faculty of tourism offers three-years program.

2.3 Other nonformal educational tourism courses

The lifelong learning process through the provision of courses and programs is also very important in the youth's process of creating them as highly qualified and competent employees. In this paper, this educational courses and programs we will divide them in three groups: professional exams for upgrading, courses and training.

Table 6. Other educational courses from the field of tourism in the Republic of Macedonia

Professional exams:	Prepared by:	Town
1. Certificate for tourist guide 2. Certificate for tourist companion 3. Certificate for travel agency management	• University of St.Clement of Ohrid - Faculty of tourism and hospitality • GoceDelcev University of Stip - Faculty of tourism and business logistics • University of tourism and management – Faculty of tourism	Ohrid Stip Skopje
Courses:	**Prepared by:**	**Town**
1. IATA courses 2. Amadeus courses	• Travel Training Centre Skopje • University of St.Clement of Ohrid - Faculty of tourism and hospitality	Skopje Ohrid
Training:	**Prepared by:**	**Town**
1. Training for barmen 2. Training for skills of presentation the tourist product	• University of tourism and management – Faculty of tourism	Skopje
1. F&B Service Quality 2. Housekeeping	• Regent Hospitality Consulting	Skopje
1. Training for reception 2. Training for waiter 3. Training for marketing 4. Training for housekeeping 5. Training for persons in managerial / decision-making positions in hospitality	• Training Centre Akademik	Skopje

3. RETHINGKING EDUCATION IN TOURISM

Tourism education in the Republic of Macedonia tends to focus on enabling the students for future careers in the hospitality industry. And as mention before, this paper discusses education in tourism from the perspective of employability as the primary goal. The schools and universities in the Republic of Macedonia emphasize training in core competencies such as hospitality, hotel management, tourism in general and related business skills.The programs do not meet the actual needs in training and education, and there are discussions on the proper place of such programs.

For example, in the secondary schools in the Republic of Macedonia that offer tourism programs, the programs itself consist of:
- 44% general subjects (subjects that are not connected to the area of tourism),
- 36% subjects connected in the area of tourism,
- 12% internships and
- 8% elective subjects according to the student's interest.[26]

The transfer of theoretical into practical knowledge and skills is very weak. School building facilities offer very limited and over dated conditions.

In the university education, the programs consist of:
- 47% general subjects (subjects that are not connected to the area of tourism),
- 45% subjects connected in the area of tourism,

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[26] Government of the Republic of Macedonia (2009) National strategy of the development of tourism 2009 – 2013, pp.138

- 4% language subjects and
- 4% sports and recreational subjects.[27]

All the universities include internships in the semesters.

But one of the problems that the programs in the university education in tourism face are:
- Inadequate literature and
- Inadequate subjects to the programs.

These programs in the education in tourism are suit to the employment requirements of the hospitality industry but yet they are not providing qualified individuals who can contributor not only as hospitality professionals, but also as thoughtful participants in a global society. Internships are needed in the hospitality industry, as well as academic subjects closely related to specific needs in the field such as: marketing,management, finance, and human resources that can improve student development and competence. But also, to be noted that the generic subjects such as marketing, management, economics and others, can be applied to context specific work, because jobs in hospitality are not necessarily similar – hospitality includes a variety of many jobs that require the application of different types of academic knowledge bases, suggesting that tourism education includes a variety of transferable subjects, because from here comes the problem with inadequate literature. As for inadequate subjects to the programs, the problems come from the specific oriented programs (example: gastronomy, hotel – restaurant management) in the universities that study subjects that reflect tourism in general.

Students see the education as an investment for a future career and desire its monetary return. That is why we need programs that enable students to think critically about the future of the hospitality industry, as well as to train them for required skills and knowledge. Because hospitality industry is all about service, therefore the programs don't need to taught students only to memorize information. And since the job qualification and requirements are dictated and change often due to the dynamics the hospitality industry, one way for education to contribute to its programs is to answer to the latest changes. Where instead of subjects like general management, the classes can oriented towards stress and time management, ability to work under pressure, problem solving and creativity or instead of general marketing classes, students can be encouraging to learn about digital methods like social media, content marketing, Google Adwords and email campaigns. Only by this, students will develop self-awareness and motivation, imagination and creativity, the characteristics of a youth leader.

4. YOUTHS AS THE LEADERS IN THE FUTURE OF THE HOSPITALITY BUSINESS SECTOR

Jobs in hospitality are frequently the first paid work that many young people undertake. Although their importance may not be recognized by the individual at the time, these early work experiences can shape the future direction of a youth's career and life course.Whether is by formal education or courses and training, the size and diversity of the hospitality industrymeans that youths looking for a role in hospitality have huge opportunities to pursue a long and worthwhile career.

4.1 Youths status in the employment in the Republic of Macedonia

There is a difficulty in identifying the scope of the labor force in hospitality in the Republic of Macedonia due to the existence of the gray economy (parallel economy) through a significant number of unknown, unlicensed units and rooms, seasonal units and rooms that are not reported in The Employment Office and are not part of the official statistics. This gray economy employs seasonally unregistered people, often youths to work in the in unregistered accommodation facilities.[28] The number of such jobs in the informal economy is significant. This is particularly the case in seasonal employment, where most of the additional seasonal workforce is not reported to the Employment Office and receives a salary in cash.

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[27] Authors research and calculations
[28]TopuzovskaLatković, M., BorotaPopovska, M., Starova, N. (2016) Unemployment analyzes of the youth in the Republic of Macedonia. Skopje: Friedrich Ebert Foundation, pp.125.

5. METHODOLOGY AND RESULTS OF THE RESEARCH

In order to perceive and determine whether young people are the leaders of the future in the hospitality business sector in the Republic of Macedonia, practical research has been conducted. Also the aim of the research was the perception of the real situation from the aspect of whether education enables young people to acquire the appropriate knowledge and qualifications that they need to be successful in their work and to progress.

The questionnaire questionnaire consisted of 9 questions, from which the essence of this research was taken into account. The survey included 100 young people who have completed a formal education in tourism or training and courses and have been selected random through all of the country. As we know the youths as those persons between the ages of 15 and 24 years, but for the survey the selected search group was from 18 to 30 years old. The survey was conducted in the period from 01.04.2018. until 30.06.2018.

1. Please select your education in the hospitality industry?

1. Please select your education in the hospitality industry?

■ Secondary education ■ University education ■ Courses & training

16% 36%

48%
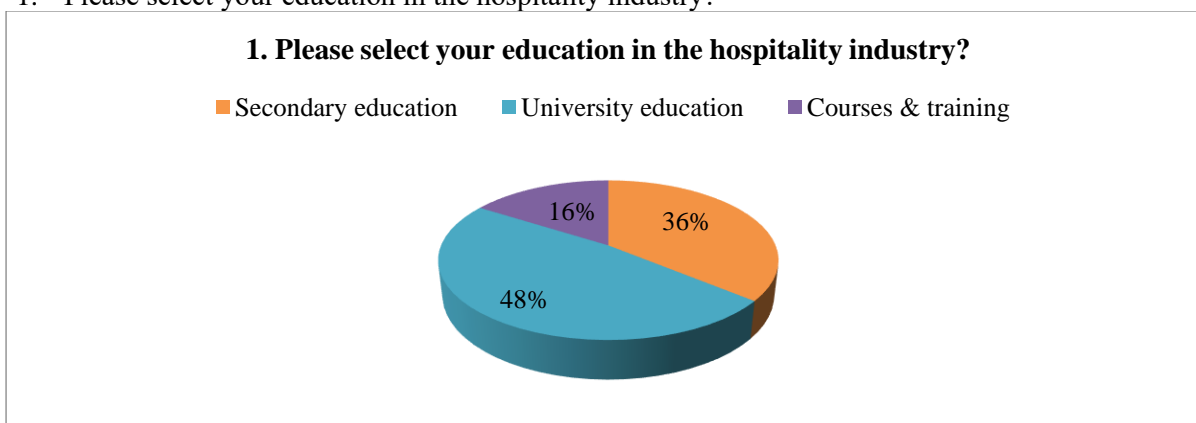
Source: Own research

48% of the respondents answered that they finished university education in tourism, 36% have finished secondary education and 16% finished training and courses in the hospitality industry.
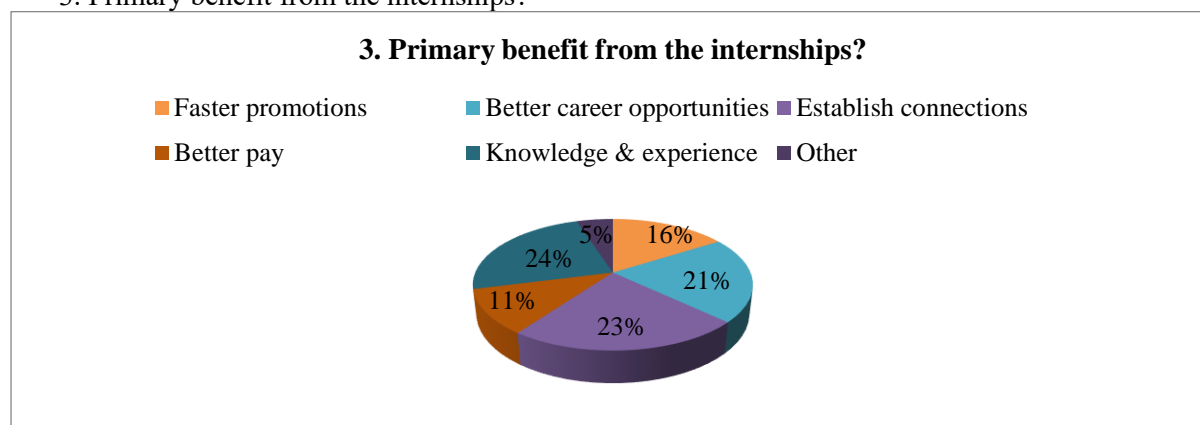
2. Number of internships during education?

2. Number of internships during education?

■ 1 ■ 2 ■ 3 ■ 4 ■ 5+

9%

25% 15%

31% 20%
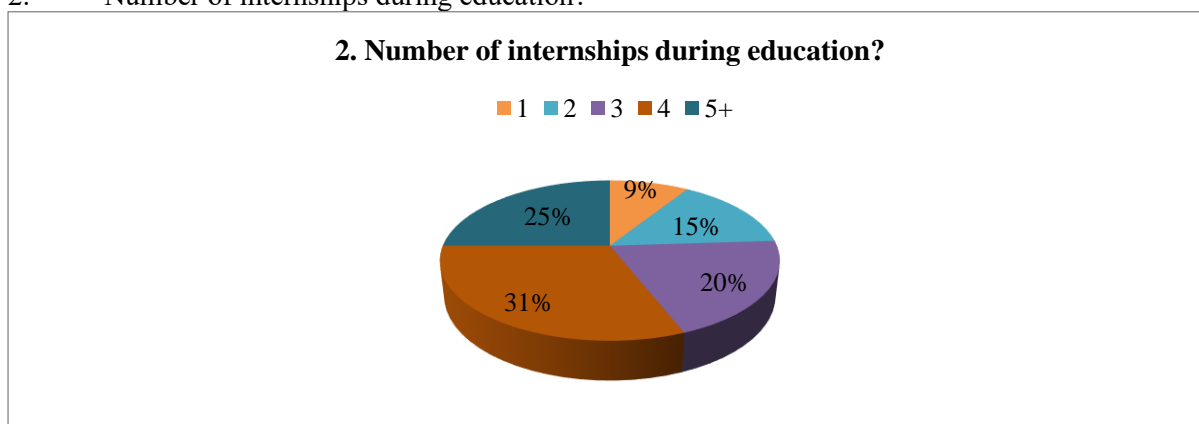
Source: Own research

31% of the respondents answered that they done 4 internships, 25% have done 5+ internships, 20% have done 3 internships, 15% have done 2 internships and 9% have done 1 internship during education.
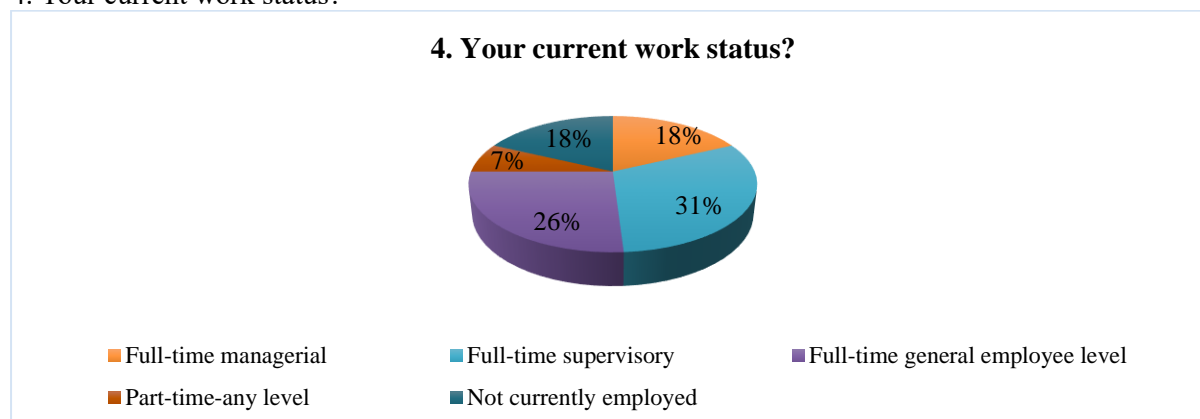
3. Primary benefit from the internships?

3. Primary benefit from the internships?

■Faster promotions　　■Better career opportunities ■Establish connections
■Better pay　　　　　■Knowledge & experience ■Other

16%
21%
23%
11%
24%
5%

Source: Own research

24% of the respondents think that the primary benefit from the internships will help them with knowledge & experience, 23% think that they'll benefit in establishing connections, 21% think it will help them in better career opportunities, 16% in faster promotions, 11% think it will help them in getting a better pay and 5% answered that they think the benefit from the internships will help them in other stuff.

4. Your current work status?

4. Your current work status?

18%
18%
7%
31%
26%

■Full-time managerial　　　■Full-time supervisory　　　■Full-time general employee level
■Part-time-any level　　　　■Not currently employed

Source: Own research

31% of the respondents are in full time supervisory employment, 26% are in full time general employee level, 18% are full time managerial, 18% are not currently employed and 7% are part time any level employment.

5. Does the country's education system prepare you as a young leader for successful entry into the hospitality business world?

5. Does the country's education system prepare you as a young leader for successful entry into the hospitality business world?


44%
56%

■Yes ■No
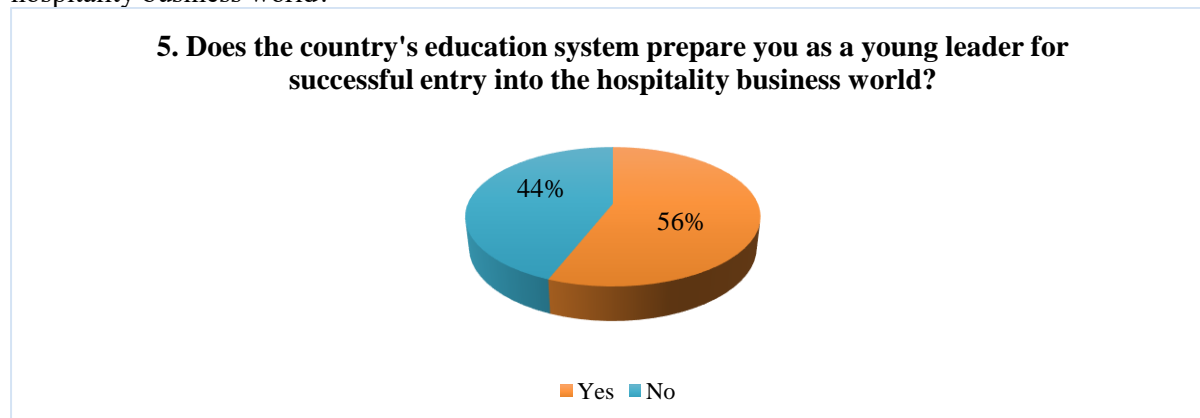
Source: Own research

Of the respondents 56% answered "yes" and 44 answered "no".

6. Your opinion on employment in the hospitality business sector after the completion of the education?

6. Your opinion on employment in the hospitality business sector after the completion of the education?

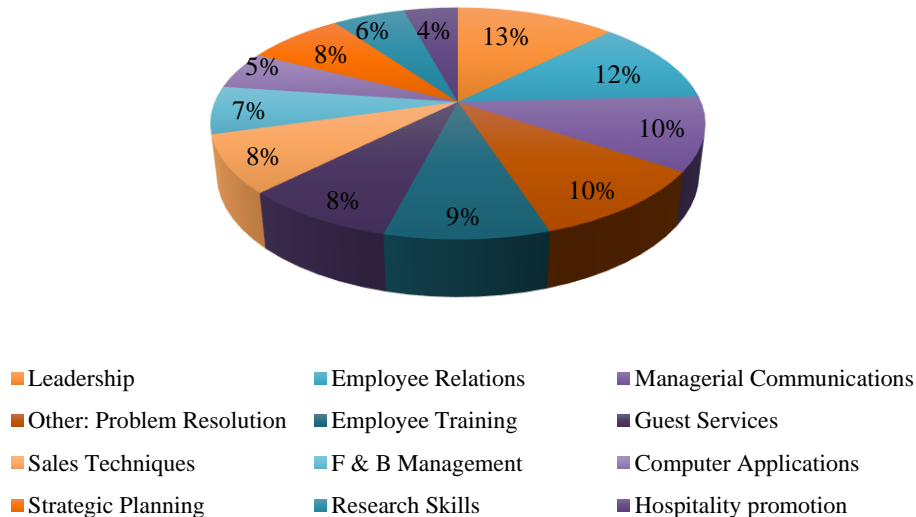| Employment is difficult | Neither easy nor difficult | Employment can easily go up | I can not assess |
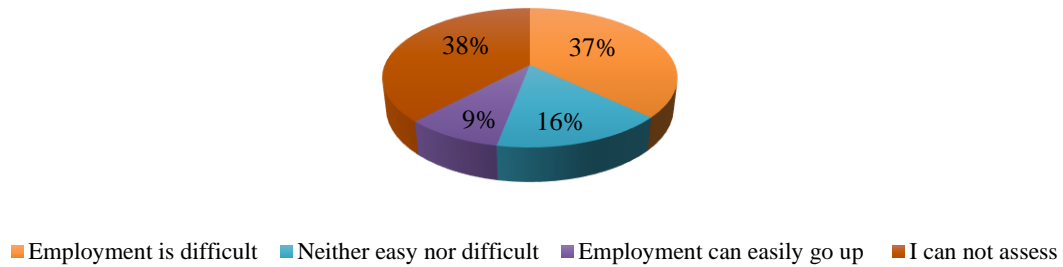
Source: Own research

From the respondents 37% answered that employment is difficult, 16% answered - neither easy nor hard, 9% answered - easy employment can easily go up and 38% answered - I can not assess.

7. After employment, what do think in which areas should education contribute more to prepare the youth for the labour market in the hospitality business? Please name three areas.

7. After employment, what do think in which areas should education contribute more to prepare the youth for the labor market in the hospitality business?

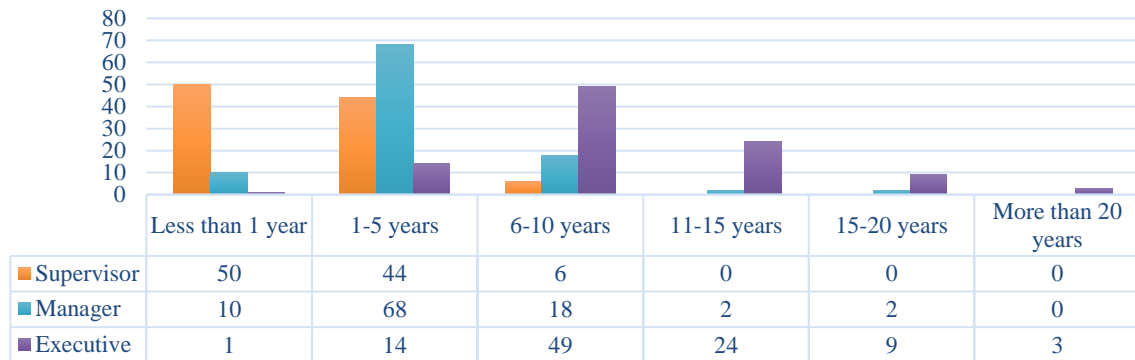| Leadership | Employee Relations | Managerial Communications |
Other: Problem Resolution	Employee Training	Guest Services
Sales Techniques	F & B Management	Computer Applications
Strategic Planning	Research Skills	Hospitality promotion

Source: Own research

After summarizing the respondents named these skills as important for them, skills that they think are needed to learn during education. At the top of skills needed are, leadership (13%), employee relations (12%), managerial communications (10%), problem resolution (10%) and employee training (9%). The least needed skill is hospitality promotion (4%).

8. With your current finished education, courses and training what are your expected years to achieve the positions supervisor, manager and executive?

8. With your current finished education, courses and training what are your expected years to achieve the positions supervisor, manager and executive?

	Less than 1 year	1-5 years	6-10 years	11-15 years	15-20 years	More than 20 years
■ Supervisor	50	44	6	0	0	0
■ Manager	10	68	18	2	2	0
■ Executive	1	14	49	24	9	3

Source: Own research

50% of the respondents think with their education, training and courses need less than 1 year to achieve the position supervisor, 44% think they'll need 1 to 5 years, while no one of the respondents think they'll need more than 10 years to achieve the position of supervisor. 10% of respondents think they'll need less than 1 year to achieve the manager position, 68% think they'll need 1 to 5 years, 18% think they'll need 6 to 10 years, 2% think they'll need 11 to 15 years and 15 to 20 years, while no one of the respondents think they'll need more than 20 years to achieve the position of manager. 1% of the respondents think it will need less than 1 year to achieve the position of an executive, 14% think they'll need 1 to 5 years, 49% think they'll need 6 to 10 years, 24% think they'll need 11 to 15 years, 9% think they'll need 15 to 20 years and 3% think they'll need more than 20 years to achieve the position of executive in the hospitality industry.

9. Do you think that education providers should link with the hospitality business sector in order to promote youths?

9. Do you think that education providers should link with the hospitality business sector in order to promote youths?

■ Yes ■ No
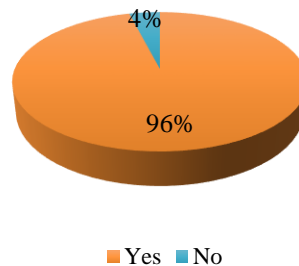
Source: Own research

From the respondents, 96% answered "yes" and 4% answered "no".

CONCLUSION

The development of hospitality in tourism as a socio-economic phenomenon is always associated with the development of technical and technological development and the development of science. The hospitality sector is a case environment for the consideration of skills in services. For these reasons, modern knowledge should be included in the educational process in a timely manner, and the curricula are constantly being promoted. As a knowledge generator, information, transfer and communication technology are emerging in modern conditions, hence the curricula should be continually complemented with new content appropriate to today's trends in the operation of the tourism sector and contemporary scientific achievements in the domain of economic science. It would also be necessary to include new curricula that will enable students to proactively think to be innovative and creative, but also to enable them to acquire knowledge that will increase their efficiency in conditions of digitization of the economy at the inclusion in the work process.

The Republic of Macedonia has a positive forecast for the development of the tourism and the hospitality industry, and the education is massively expected from secondary to university education to professional exams, courses and training. There is a debate of the structure of programs and their suitability, but as the research has shown the youth expect a good education from the tourism programs, but still point out the need of certain skills and knowledge to prepare them for the labour market and expect those skills and knowledge to receive from the formal or non-formal education.

As a mayor job creator, the youths in hospitality industry are crucial for the future of the economy of a country as well, and hence it posits as a very important issue for attracting young people to the certain job, but also how to keep it. The Millennium Generation is one of the most educated generations to date, but at the same time the least employed, and one of the reasons for this is the fact that the global economic crisis has occurred at a time when young people from this generation have reached appropriate time for employment. But despite the low employment rate, the young people of this generation have a higher starting salary than the previous generations, mainly because as it was proved the hospitality industry was one of the resistant industries to the crisis. Therefore, with the possibility of the hospitality industry to dynamically change to the market but still stand stable at the economy scale, the education in tourism needs to adapt in order to confirm the fact that the hospitality industry is one of the fastest growing job providers to youth, by preparing them to answer to the requirements of the industry.

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YOUTH AND RISE OF OUTSOURCING OPPORTUNITIES IN BALKAN COUNTRIES - CASE OF BULGARIA, ROMANIA AND MACEDONIA

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ABSTRACT

One of the most influential and powerful trends in the modern-day management is considered to be the practice of outsourcing. This practice comprises in itself several processes and functions such as financial economies, access to technology by reaching sophistication and expertise as well as the competence to seek improved and measurable levels of services. The project elaborates the outsourcing opportunities in the Balkan region in general but it focuses more on three states such as Bulgaria, Romania and Macedonia. Additionally, the paper touches a range of good points and core issues related to the establishment of outsourcing possibilities and the participation of the Balkan countries companies into such practices. Moreover, an insight of why European companies should choose Balkan states as the destination for outsourcing is given for each Balkan country mentioned above (Bulgaria, Romania and Macedonia). Special stress is put on the predispositions and benefits associated with the realization of outsourcing facilities implying that international outsourcing generally has a positive impact on the organizational performance and competitiveness enforcement in the companies within the region.
Keywords: youth, outsourcing, Balkan countries, services, companies.

INTRODUCTION

Outsourcing has appeared in the contemporary business environment several years ago and it does not represent a new phenomenon so far. Initially firms began with the production relocation sites to the states with lower labor costs indeed, it has been extensively used to cut cost and improve strategic focus. In the 1970s almost, all production related to electronics was manufactured overseas. Not leaving aside call centers that first appeared in India to answer customers concerning the goods and services of international companies in the US. This was followed by outsourcing and accounting services and transactional as well, beginning with payroll and flourishing towards more complicated responsibilities. Today we have companies that outsource majority of their back-office activities, and seek help from outside to make easier and faster the organizational change as well outsource customer service management, reshaping organizational boundaries while their top stuff concentrates on the key areas of their business. Balkan countries are no different. They are growing with more companies realizing the benefits of outsourcing; the market for shared services has become increasingly competitive. As providers of outsource services Balkan region states are searching for new ways to differentiate themselves by constantly expanding the services and improvement of their quality. In Balkan countries, as all over the world information technology is a field in which outsourcing has been widely practiced. The omnipresent influence of business computing resulted in considering information technologies a central part of daily operations and the answer to competitive success. However, in today's high-speed-paced business milieu, a single organization finds it difficult or impossible to comprehend, establish and implement every IT-related service required to prosper. Therefore, companies aggressively seek external service providers to get hold of required services at lower costs.

1.WHAT IS OUTSOURCING?

The recent practice of most businesses to hire a working force outside the organization to conduct services which habitually were conducted within the organization (by the company's own employees) is defined as outsourcing. Why companies do this? A typical reason is to save money because sometimes to hire one own employee is more expensive than to charge for a third-party provider of that particular service. Among jobs that are more frequently outsourced examples of jobs that are outsourced vary from customer support, manufacturing, payroll and human resource services. In addition, there are instances when companies outsourced the entire customer service call centers to third party organizations, which are usually found in locations with apparently lower costs. Outsourcing has received positive and negative remarks in many

countries. The supporters of this practice state that it created lots of advantages for the businesses and organizations to allocate the most efficient and effective resources and it also contributes in preserving the character of free market economies on a global level. On the other hand, there are argues that outsourcing has actually diminished or reduced domestic job opportunities especially in textile industry or manufacturing.

1.2 Global Outsourcing Trends

Historically the increase in outsourced services in the market consumption has been widely driven by costumer expansion for mature functions such as Information Technology, Human Resources Management, Procurement and Finance and Accounting. Innovations and technological advancements like cloud computing, business process as a service then mobility all are kind of changing the game as the customers and final users seek higher quality of content and service. Most of these advancements are having tremendous impacts on the outsourcing trends especially those that remove the barriers. Additionally, companies are continuously looking to diversify the service deliveries by taking into consideration locations which have image and reputation for greater service quality and less cultural barriers. In other words, states with well education levels of technological workforce, language advantages, stable technological infrastructure and stable currency are among the countries more favorable for outsourcing. 6 Deloitte (2014) has provided a good summary survey on international outsourcing and when respondents were asked to what extent the following technology advancements will influence your decisions regarding outsourcing opportunities they answered as below:

Figure 1.Technological Advancements Influencing Outsourcing Opportunities
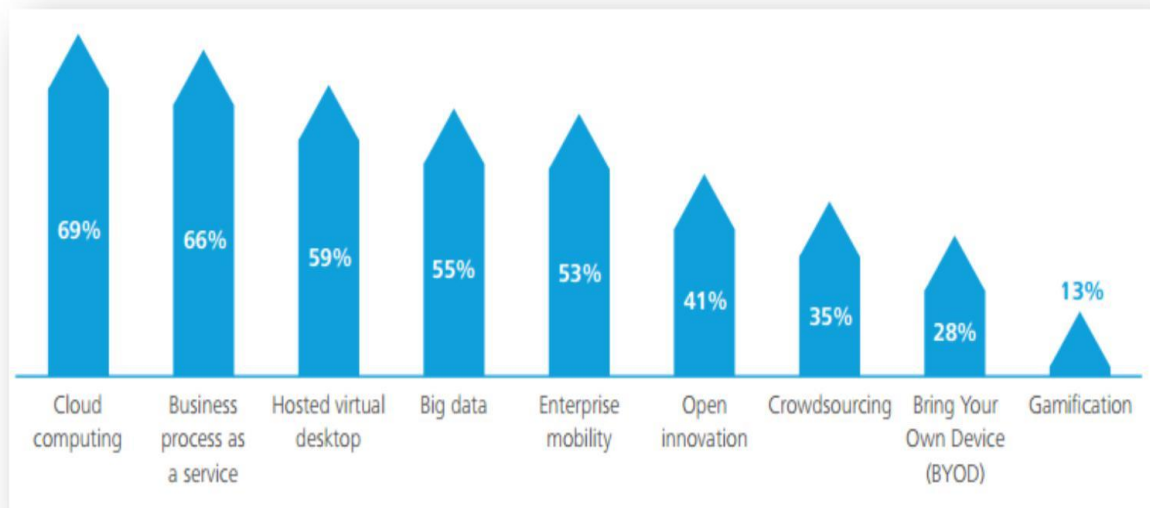
Source: Deloitte 2014

So, from the table above we can see that over %60 of respondents think that enterprise mobility, virtual desktop, business process as a service and cloud computing will contribute to the increase in outsourcing.

*Figure 2.Outsourcing Opportunities in Developed, Developing and Emerging Countries*
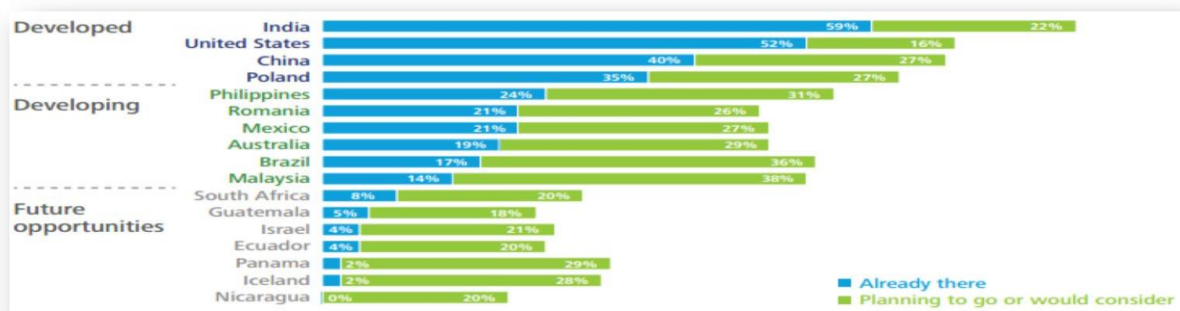
Source: Deloitte 2014

The figures and data shown in the above-represented graph point of to the location strategy as a driver for change and growth for most developed outsourcing destinations, developing as well as the opportunities for emerging markets with low labor cost receive attention lately.

1.1.1. Information Technology

As mentioned before, one among the most outsourced services as surveyed globally by Deloitte in 2014 is Information technology. The figure below clearly shows that with over 60% of the total sourcing market is covered by IT.
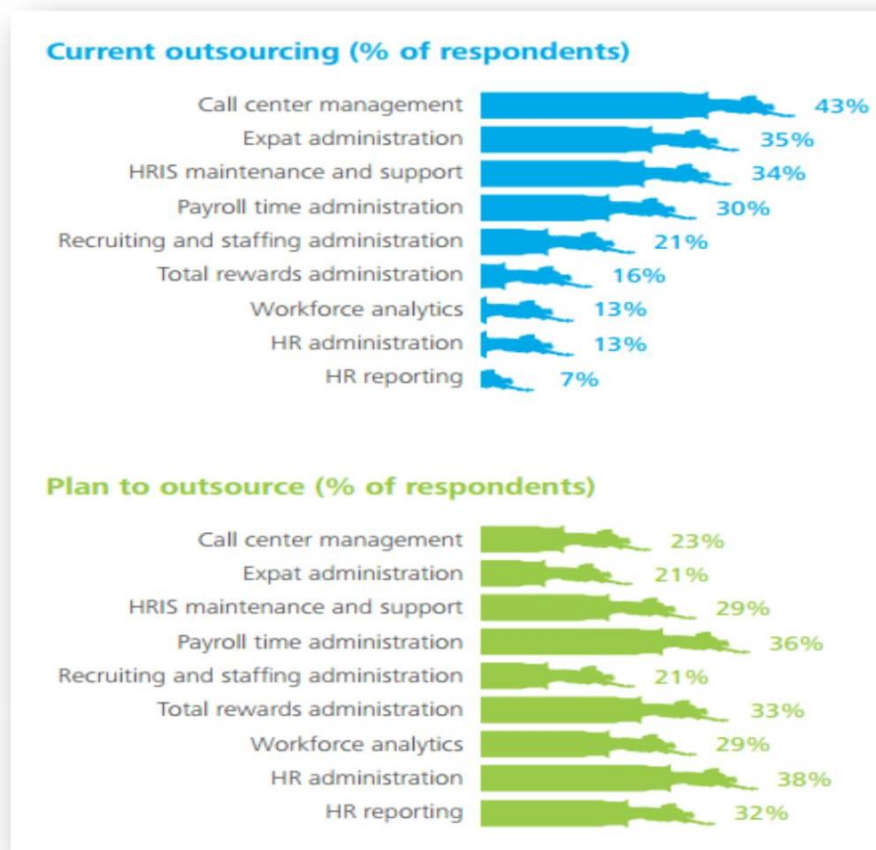
Figure 3.Sourcing Market Covered by IT
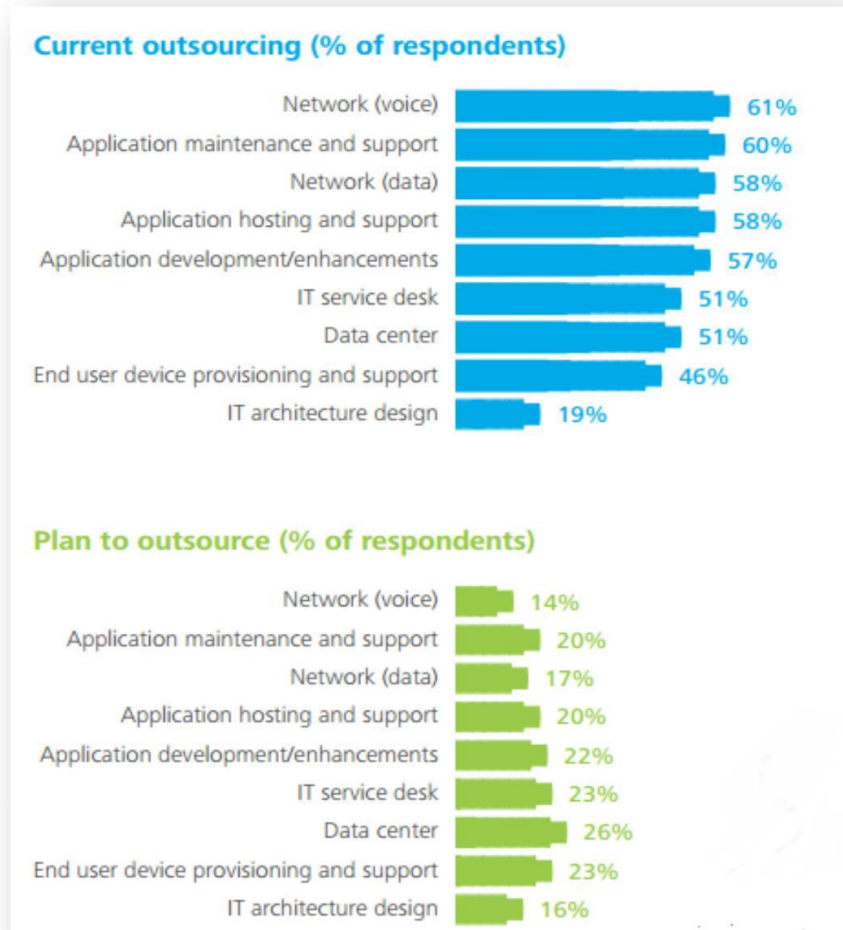
1.1.2. Human Resources Management

Next component Human Resources Management where the percentage of current outsourcing especially for call center management is over 43% while the percentage of the service planned to outsource in the future is HR administration.
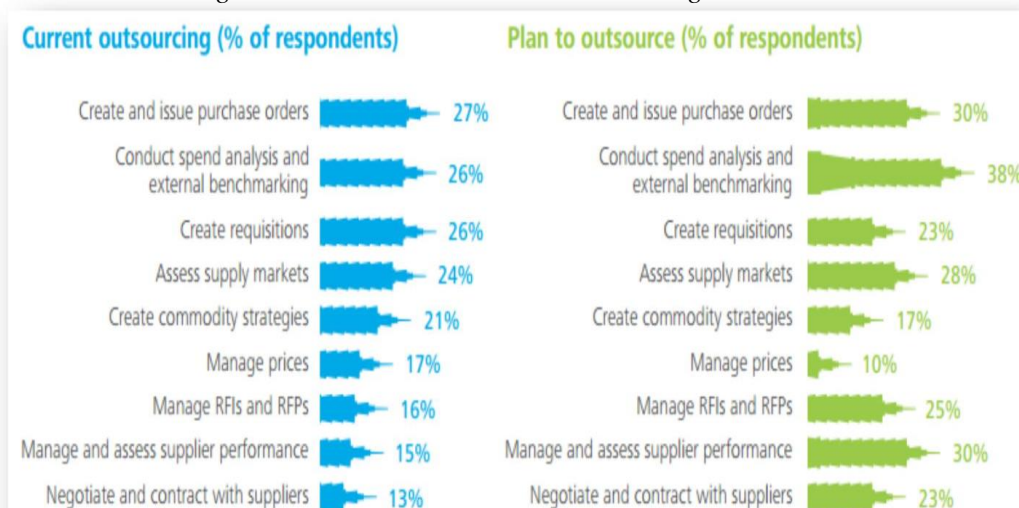
Figure 4.Current and Planned Outsourcing in HRM

Current outsourcing (% of respondents)

Call center management	43%
Expat administration	35%
HRIS maintenance and support	34%
Payroll time administration	30%
Recruiting and staffing administration	21%
Total rewards administration	16%
Workforce analytics	13%
HR administration	13%
HR reporting	7%

Plan to outsource (% of respondents)

Call center management	23%
Expat administration	21%
HRIS maintenance and support	29%
Payroll time administration	36%
Recruiting and staffing administration	21%
Total rewards administration	33%
Workforce analytics	29%
HR administration	38%
HR reporting	32%

Source: Deloitte 2014

1.1.3. Procurement

Figure 5.Current and Planned Outsourcing in Procurement

Current outsourcing (% of respondents) — **Plan to outsource (% of respondents)**

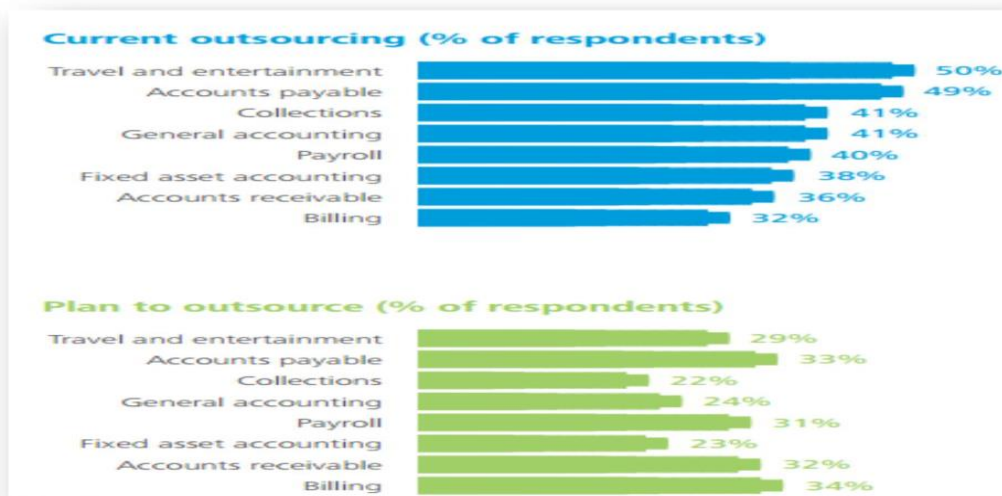|	Current	Plan
Create and issue purchase orders	27%	30%
Conduct spend analysis and external benchmarking	26%	38%
Create requisitions	26%	23%
Assess supply markets	24%	28%
Create commodity strategies	21%	17%
Manage prices	17%	10%
Manage RFIs and RFPs	16%	25%
Manage and assess supplier performance	15%	30%
Negotiate and contract with suppliers	13%	23%

Source: Deloitte 2014

Consequently, the procurement outsourcing marketplace is still increasing and offers good opportunities for firms that seek additional cost reductions. Created and purchase orders from the above displayed figure are with the grates percentage 27% for current outsourcing while 38% of respondents plan to outsource the service for conducting spend analysis and external benchmarking. So, the resulted from the survey in this component reflect a higher adoption for transactional services. Even though the increase has been slow it continues to raise rapidly the interest for outsourcing procurement services.

1.1.4. Finance and Accounting

Figure 6.Current and Planned Outsourcing in Finance and Accounting

Source: Deloitte 2014

30% of respondents expect to outsource additional services across all related areas of finance. Whereas as a current preferred service, with 50%, is travel and entertainment. In the future respondents plan to shift outsourcing in billing with 34%.Now I will provide some general figures for all countries (not specifically for Balkans) obtained by a research undertaken by Statistic Brain – Research Institute (2015) regarding job overseas outsourcing statistics.

Data for job outsourcing statistics:

Table 1.Job Outsourcing Statistics 1

Job Outsourcing Statistics	Data
Total number of U.S. jobs outsourced in 2015	2,382,000
Number of jobs outsourced to China since 2001	3,200,000
Number of California jobs lost to outsourcing since 2001	560,000
Percent of CFO's surveyed who said their firm was currently offshore outsourcing	38 %
Percent of CFO's who favored India for outsourcing	26 %
Percent of CFO's who favored China for outsourcing	18 %

Source: Statistic Brain 2015

Among the top careers at risk for outsourcing as estimated by wages lost and jobs lost in 2015 are the following, displayed in the table:

Table 2.Job Outsourcing Statistics 2

Top Careers at Risk for Outsourcing	Jobs Lost in 2015	Wages Lost
Computer programmers / software engineers	211,700	$14,400,000,000
Accountants / auditors	160,000	$8,500,000,000
Lawyers	40,400	$4,300,000,000
Insurance sales agents	11,000	$591,000,000
Real estate brokers / agents	6,700	$332,000,000
Chemists / physicists	3,700	$230,000,000

Source: Statistic Brain 2015

Percentages of companies that outsource by sector are listed in the table below: 535 manufacturing, 43% IT services, Research and development with 38%, distribution 26% and call centers 12 %.

Table 3.Percent of Companies that Outsource by Sector

Percent of Companies that Outsource by Sector	Percent of Companies
Manufacturing	53 %
IT Services	43 %
R&D	38 %
Distribution	26 %
Call or Help Centers	12 %

Source: Statistic Brain 2015

Another interesting fact regarding the reasons why companies outsource will be on the next table where we can see that with percentage of 44 (greatest %) firms outsource to reduce or control costs, whereas with the lowest percentage of 9% is rated for reducing tome to markets.

Table 4.Reasons Why Companies Outsource

Reasons Why Companies Outsource (Multiple Answers Allowed)	Percent
Reduce or control costs	44 %
Gain access to IT resources unavailable internally	34 %
Free up internal resources	31 %
Improve business or customer focus	28 %
Accelerate company reorganization / transformation	22 %
Accelerate project	15 %
Gain access to management expertise unavailable internally	15 %
Reduce time to market	9 %

Source: Statistic Brain 2015

Finally, the figures provided by Statistic Research (2015) on the question what leading economists think about job outsourcing, were a little surprising to me personally when I saw hat 89 % believe it hurts the economy, 17% helps the economy, 10 % has no effect and 4 % have stated for not being sure:

Table 5.Economists and Job Outsourcing

What Leading Economists Believe About Job Outsourcing	Percent
Hurts the Economy	89 %
Helps the Economy	17 %
Has no effect	10 %
Not sure	4 %

Source: Statistic Brain 2015

However, a general picture given above for overall outsourcing gives us clear insight and understanding that it improves for better and continues to assess market dynamics. Further on, the focus of this project will shift to the reasons and outsourcing opportunities in Balkans in general and then narrowing the information concerning outsourcing figures to three Balkan states such as Bulgaria, Romania and Macedonia as attractive and promising locations where outsourcing services could be provided.

2. FIVE CRUCIAL REASONS TO OUTSOURCE IN BALKANS

The increasing trend of outsourcing of contact centers made the companies explore and find new locations with unexploited resources. Statistically, according to a deep analysis conducted by Colliers International in 2014 concerning the firms located in Central and Eastern Europe found out that 30% of the top 100 worldwide outsourcing organizations are already present within the region of Balkans. According to Call Communications.eu 2014 study - 2.8 million seats around Europe represent contact centers whereas those occupied in outsourcing practices achieves the number of 3.8 million 67 billion euro and the economic influence. Additionally, the market of outsourcing practices reaches 17.9 % of the industry of outsourcing in this region, increasing at a rate of 3.6 percent per year. So, as we can see the Balkan countries, are becoming a solid destination where other companies can outsource services, same as their neighbors. An annual report research, done by Tholons for the 2015 showed that Bulgaria and Serbia among the top 100 destinations to outsource. Moreover, according to a Research Institute- Statistic Brain Bulgaria and Rumania Are among the top 20 countries rated as most attractive to outsource. So, from these trends shown lately, we can conclude that the Balkan countries are gradually climbing up the lists in the outsourcing industries. Below are the five

reasons presented by Nikola Spasov - a Managing Director at Rating Agency on justifying why these countries represent attractive locations to outsource:

2.1. Cost-Effective Destinations

To outsource a call center has demonstrated cost effective solution to organizations which try to avoid the expenses of establishing an in-house department. So, for the sake of a cheaper cost base, Western European companies grab the chance of reducing the costs by contracting a call center in the Balkan region and the fact that Western European companies gain the opportunity to further lower the costs of contracting a call center partner due to the cheaper cost base of this region. This fact is shown in the current studies which demonstrate that many organizations from the Western Europe manage to reduce their costs up to 50% when outsourcing in the Balkans.

2.2. Multilingualism

Balkan region has always been known for the various ethnical populations speaking different languages. Moreover, besides their native languages a usual student in Balkan region studies two or in some cases even more than two foreign languages with the English as e priority while German and French as a second language in their list. If these languages are not obligatory they are strongly recommended to every student. This in turn makes interested companies to outsource in Balkans, more inclined to find an agent who would be linguistically competent and break the barriers when communicating with clients and customers from various countries.

2.3. Suitable for Middle and Small-Sized Companies

Call center firms in Balkans usually give job to a relatively small number of people, this is an indication of lower number of clients receiving the highest levels of attention. For Western Europe small and middle-sized organizations, this is very convenient because they won't worry regarding whether they will receive full attention and devotion. They will assure that their demands will without doubt receive the required care.

2.4. Educated, Skillful, and Competitive Workforce

Countries in Balkans have emerged and grown to a highly competitive workforce, especially in the field of IT. One example is in the area of IT services. In the near future it has been supposed that the staff educated in IT services in these countries will bring a dramatic increase in the IT service outsourcing in the outsourcing market worldwide. This demand has been fulfilled due to the changes implemented in the field of education which in turn resulted in a skillful force of work with precious abilities.

2.5. Migration to and Cultural Similarities with Western Europe

Another reason that makes Balkans attractive for companies to outsource is the geographical position they possess. In the overlapping time zones or similar zones, Balkan countries are close to Western European countries such as Germany and many other European countries around. This clearly explains why outsourcing to these countries highly increases efficiency of time and decreases cost for the late-night shifts. In addition, as mentioned above, Balkan agents learn Western languages in their education. However, this is not all.Based on their targeted language they improved their level of language proficiency by going for either simple visit or to work in that particular EU country. For instance, Nikola Spasov allude that around 40%the agents in his contact center have worked for at least three years in any Country in Western Europe. So, these flavors of linguistically advanced and cultural familiarity with various environments they have worked make easy the business communication and give prosperity to the companies.

3.BUSINESS PROCESS AND INFORMATION TECHNOLOGY OUTSOURCING

The emerging worldwide Business Process and Technology Outsourcing (BPTO) market, as a result of a 25% growth rate per year, offers several opportunities for economic prosperity to the Western Balkan countries. Even though India grasps the 60 % of this market share, the Balkan countries in West represent powerful competitors in three categories such as call centers, software development and back office has emerged as a strong contender in three segments: software development, back office progress as well. This attracts BTO providers to a great extent (The facts shown in the figure below are estimated before the 2010).
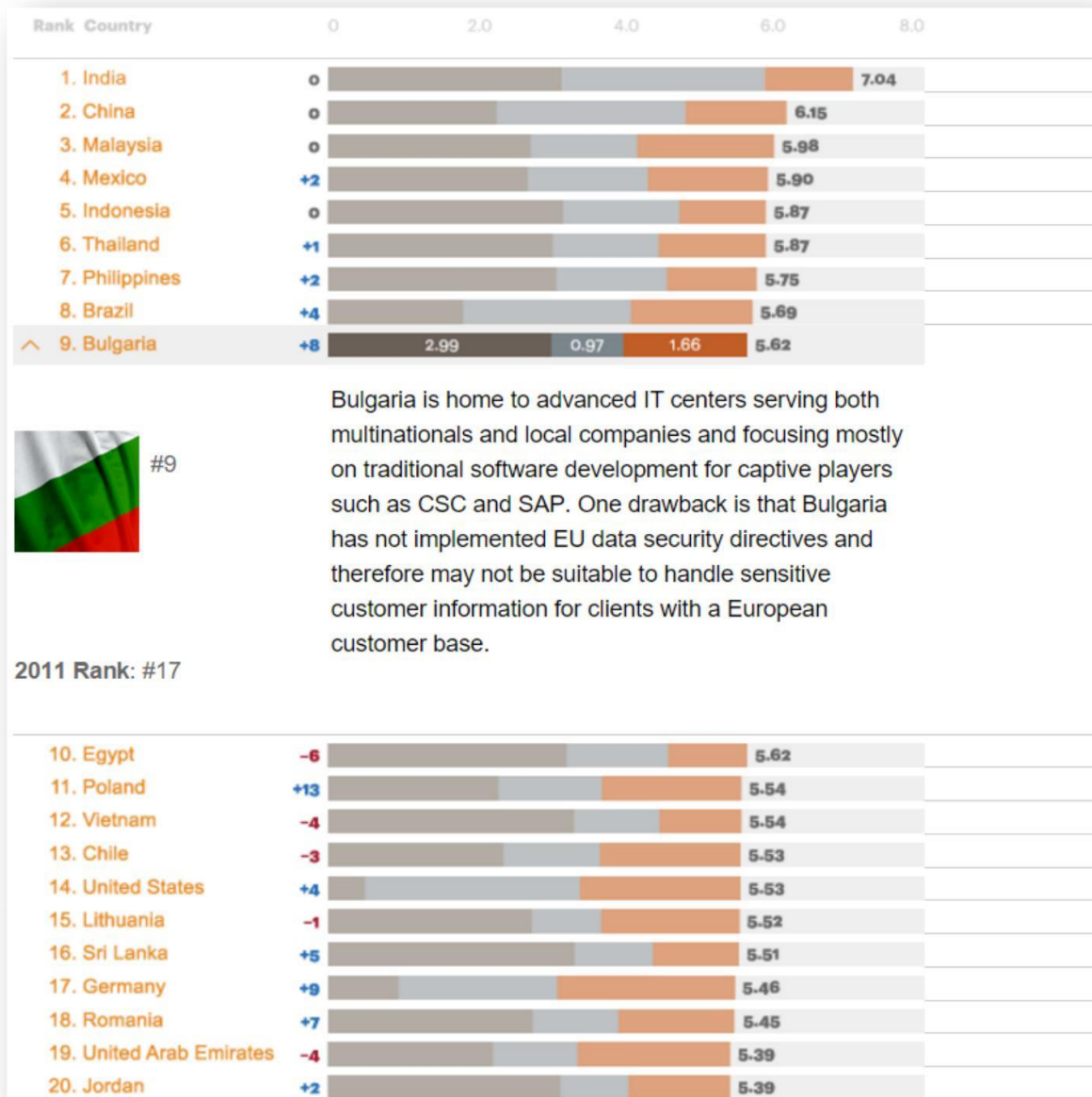
Figure 7.Fast Facts about Outsourcing

FAST FACTS:

USD 250 BILLION — The value the global BPTO market is expected to reach by 2010.

25% — The annual rate at which the IT/software development sector grew between 2006 and 2008.

FIVE TIMES LOWER — The cost of labour in services in the Western Balkans as compared to Hungary and Poland.

13 — The average number of employees in BPTO firms in the Western Balkans.

18% — Average non-wage labour costs in the region, as compared to 11% average for East Asia and the Pacific.

50% — of employers in the BPTO sector consider that limited human capital is a significant barrier in the Western Balkans.

4. BULGARIA

4.1. Bulgaria One of the Top Outsourcing Destinations

AT Kearney Global Services Location Index for the year 2014 Bulgaria appears as a country with 10% flat tax rate which makes it as one of the best locations for outsourcing to Balkans placed among the top 10 countries attractive to outsource. A reason for this is that in Bulgaria are located great global and advanced local companies such as IBM, HP, SAP and Ubisoft.

Figure 8. BulgariaOne of the Top Outsourcing Destinations

Rank Country		0	2.0	4.0	6.0	8.0
1. India	0				7.04	
2. China	0				6.15	
3. Malaysia	0				5.98	
4. Mexico	+2				5.90	
5. Indonesia	0				5.87	
6. Thailand	+1				5.87	
7. Philippines	+2				5.75	
8. Brazil	+4				5.69	
9. Bulgaria	+8	2.99	0.97	1.66	5.62	

#9

2011 Rank: #17

Bulgaria is home to advanced IT centers serving both multinationals and local companies and focusing mostly on traditional software development for captive players such as CSC and SAP. One drawback is that Bulgaria has not implemented EU data security directives and therefore may not be suitable to handle sensitive customer information for clients with a European customer base.

10. Egypt	−6				5.62	
11. Poland	+13				5.54	
12. Vietnam	−4				5.54	
13. Chile	−3				5.53	
14. United States	+4				5.53	
15. Lithuania	−1				5.52	
16. Sri Lanka	+5				5.51	
17. Germany	+9				5.46	
18. Romania	+7				5.45	
19. United Arab Emirates	−4				5.39	
20. Jordan	+2				5.39	

Source: 2014 AT Kearney Global Services Location Index

However, in the recent study conducted by the Research Institute- 'Statistic Brain' Bulgaria moved up to the ladder becoming the fourth in the list of top 20 countries internationally rated as most attractive to outsource.

Table 6.Top Rated Outsourcing Countries

Top Rated Outsourcing Countries				
Country	Overall Rating	Cost Index	Resources / Skills	Workforce
India	7.1	8.3	6	1,430,000,000
Indonesia	6.9	8.6	4.3	1,033,000,000
China	6.4	7	5.6	780,000,000
Bulgaria	6.4	8.8	2.9	3,000,000
Philippines	6.3	9	2.8	39,000,000
Jordan	6.2	7.6	2.7	2,000,000
Singapore	6.5	6.4	5.7	3,000,000
Thailand	6	8.2	2.3	39,000,000
Lithuania	5.9	7	3.9	2,000,000
Egypt	5.8	9	0.9	26,000,000
Malaysia	5.8	7.9	2.2	12,000,000
Estonia	5.8	7.5	5.2	1,000,000
Chile	5.7	7.2	3	8,000,000
Hungary	5.6	6.9	3.4	4,000,000
Poland	5.6	6.1	3.6	17,000,000
Czech Republic	5.6	6.9	3.2	5,000,000
Ukraine	5.5	6.3	3.2	22,000,000
Romania	5.5	6.8	2.7	9,000,000
Latvia	5.4	7	2.7	1,000,000
Vietnam	5.4	7.4	2.5	46,000,000
Ghana	4.9	7.5	0.9	11,000,000
South Africa	4.6	6.9	0.6	17,000,000

Source: Statistic Brain research Institute

The rapid flourishing of Bulgarian outsourcing industry is result of constant development in different sectors they experienced lately, due to the penetration of global companies into the country. In the last 10 years, IT companies acquired a revenue growth of 600% and the software industry only comprised 1.74% of the Bulgaria's GDP. In addition, the most energetic, dynamic and fast-growing sector in outsourcing. This industry had a growth of 13.7% in 2014 when compared with figures of 2013 coming to represent 3% of the GDP. Moreover, 33 000 and more youngsters were given extraordinary opportunities for professional growth and building career in 2014. Further than this, a report from the middle year of 2015 of Invest Bulgaria Agency showed that the number increased to 41 000 people. The success of Bulgaria in outsourcing does end here. On October 8, 2015 in Lisbon, was held The Award Ceremony (European Outsourcing Association Awards (EOAA) 2015) where the success and achievement of outsourcing service providers and purchasers who have shown outstanding practices in pan European Outsourcing was celebrated. In the group category, "Off shoring Destination of the Year" together with South America and Latvia, nominated was Bulgaria as well. The

following paragraph is what Stefan Bumov-chairman of the Bulgarian Outsourcing Association said related to the award: "The award is recognition for the outsourcing industry development in Bulgaria and that our country is a world class business destination. This is an award for the Bulgarian State and recognition of the human capital and good business practices in the country, of the stability and development prospects of the Bulgarian business sector." (Source: Bulgarian Outsourcing Association, outsourcinginbg.com).

5. ROMANIA

5.1. Bulgaria is not the only Powerful Contestant in Outsourcing in Balkans: Romania is, as well

The position of Romania makes it a good international competitor. Romania is well positioned to compete internationally. Almost all students with 95.4 % study English language. Next, the greatest labor pool in Southeastern Europe, with over 9 million workers increasing every day, is thought to be in Romania. Out of 300 000 youngsters that graduate each year 4000 specialize in IT. Having into mind the fact that the demand of IT specialists worldwide increases this makes Romania even more attractive place for outsourcing and FDI too. Even though inflation and GDP growth in the country resulted in more expensive life, it still represents one of the cheapest locations from all Europe for setting up a business, also because of its relative stability in political arena. Other factors that add in making Romania attractive outsourcing destination: – Cultural proximity in the way of doing business and geographical (flights of 1-2 hours) to Western Europe countries made easy the ties between vendors and customers when compared to other offshore locations – Powerful propensity for multilingual competences – Well-informed, devoted and experienced workforce in IT – Academic eagerness to back lofty demand in talent pool permanence – A relatively good price-quality ratio – Being EU member country makes it easy and simpler solution to issues related to legal and financial struggles – Stability in economic and political arena From the data provided by the Association of the Software and Services Industry(ANIS) in Romania, about 50 offshore centers owned by big global IT. Vendors are currently in Romania. BPO centers represent more than a half IT services related centers- 30%, and R&D services a bit less than 20%.

6. MACEDONIA

6.1 Macedonia – the Safe Middle Ground

According to Elena Mihajloska's (Marketing Manager at Coordea- a Swedish company going beyond outsourcing) article, when Western Balkans is being promoted for bringing chances in outsourcing, Macedonia is among those, which are disregarded. However, looking more deeply to the number and figures in comparison with other countries within the region one cannot deny the potential of this country located at the heart of Balkan.

Figure 9.Macedonia – the Safe Middle Ground

7.2. Education and Language Skills

The greatest density of students is in Skopje, Tetovo and Bitola where education institutions starting from higher education produce large influx of successful and fresh knowledge of about 10 000 students per year. In addition, the last 10 years Macedonian government has supported even the option of studying abroad by giving financial incentives to graduates through scholarships and stuff in order students to apply and study in any of the top 100 World Universities ranked by the Shanghai list. This knowledge acquired outside Macedonia then is transferred back to the country when they share their experience and knowledge they gained abroad. As a result of this, Macedonian youth has gained the world perspective of doing things by increasing the cultural ties among western countries and Macedonia. Moreover, the figures below witness of abundance of language abilities and as I already mentioned it is a key for providing for multilingual operations in outsourcing companies.

Figure 10.Pupils Learning 2 or More Languages in Macedonia
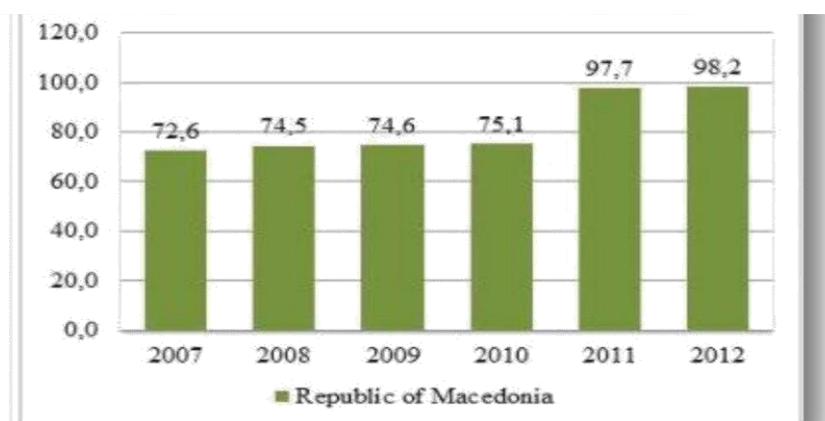
Source: Eurostat database: http://ec.europa.eu/eurostat/data/database

Another good point here is that, Macedonia in all Eastern Europe - out of the whole percentage of the population, 42% are below 30, which represents one of the youngest populations in the region. The fact that outsourcing industries had created an image of interesting and appealing opportunity for youngsters of the country increases the importance of the abovementioned point of young people living in Macedonia.

7.3. Cost Savings

Besides the pool of abundant talent and knowledge, when compared to other Balkan countries Macedonia has also the greatest competitive labor costs as shown in the figure below:

Table 7.Average Gross Wage in Euros per Month and Annual Wage Growth in Balkan Courtiers

	Average gross wage in € per month	Annual wage growth (%)
Poland	798€	4,4%
Czech	916€	0,8%
Slovakia	820€	3,3%
Hungary	811€	8%
Romania	462€	3,4%
Bulgaria	450€	2,9%
Serbia	418€	5,6%
Macedonia	369€	2,8%

Source: State Statistical Offices, 2013

Lastly, when it comes to the indicator of where is the easiest location for doing business Macedonia holds the flagship due to the implementation of various legislative and administrative reforms in the recent years.

Figure 11.Ease of Doing Business

Ease of Doing business Rank

Bosnia and Herzegovina	107
Ukraine	96
San Marino	93
Serbia	91
Kosovo	75
Albania	68
Croatia	65
Hungary	54
Romania	48
Armenia	45
Bulgaria	38
Montenegro	36
Macedonia	30
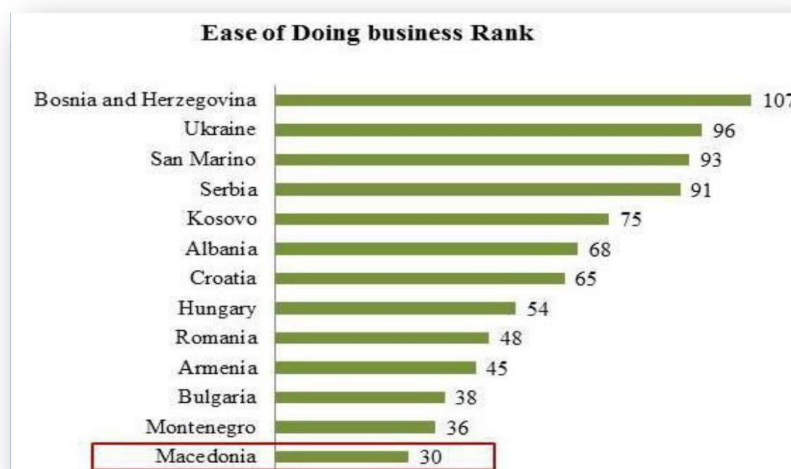
Source: Doing Business Indicators 2015 www.doingbusiness.org

7.4. 'Coordea' – Outsourcing Company in Macedonia

As already pointed out Macedonia as a place disposable of emergent industries especially software and high technology industry with a rate of 47 percent increase in the most recent 5 years, made possible enormous development in the economic scene within the country. As an illustration, a number of countries decided to outsource to Macedonia as well as the number of startup local is on the rise. Coordea, for instance, dedicated to provide services to organizations located in the Scandinavian market with a focal point on Sweden. Its focus on firms in Scandinavia enriched Coordea with country-specific information and familiarity by providing to them services starting from IT to accounting with affordable costs. Moreover, Coordea is distinctive in the

model of extended office different from the traditional model of fixed cost outsourcing regarding quality commitment and control as well.

CONCLUSION

I can summarize that outsourcing is a big business approach used by companies in the international level and in the Balkan region. The intensity of global businesses is shifting and call center outsourcing, IT outsourcing and different services follow. Western European organizations are mounting their production horizons by gradually turning their interest towards the Balkan countries, for reasons of all kinds like saving costs mostly and maybe because of eventual the lack of expertise, by subcontracting part of their functions to external companies. Accordingly, as Balkan countries represent destinations proving convenience, efficiency and money-making locations, it is out of harm's way to say that great outsourcing opportunities lie in these countries. Recently, outsourcing is getting a great deal of attention from organizations all around the globe and Balkan countries' organizations are already practicing this act for operating costs, obtaining cash infusion and avoiding risk. What's more important, various organizations that offer services at lower prices in Balkans (Bulgaria, Romania and Macedonia) can be with no trouble found. Even though outsourcing does not represent the right instrument for every occupation, it is a good and even excellent tool for the right occupation or job. Overall, the Balkan countries have the right dispositions for fairly positive and bright future in terms of outsourcing. Basically, the information technology epoch offers fresh outsourcing players benefits of the diverse levels of a company's value chain. Above and beyond, there are also apparent signs in the outsourcing industry the confidence flourishes day by day leading to more organizations to adopt practices for increasing series of business functions and operations.

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CRYPTOCURRENCIES AND BLOCKCHAIN TECHNOLOGY: RESHAPING THE FUTURE OF THE FINANCIAL WORLD

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ABSTRACT

Nowadays, a lot of technological innovations are publicized as the 'future of businesses'. Starting from fax machines era to the newest iPhone series, every passing day organizations are counting more and more on technologies to operate with higher efficiency and security. People always have different opinions about which technology is going to have the next big impact, but almost all of them agree that blockchain is the most serious contender to be the next big thing. In this paper, we tend to provide a short introduction to cryptocurrencies and blockchain technology. The principle focus of the presentation is on Bitcoin, anyway a few parts are shared by various blockchain executions and different cryptoassets. Our paper covers the underlying arrangement and inspiration, the method for activity and potential utilizations of digital currencies, and blockchain innovation. We have a tendency to reason that Bitcoin contains a major determination of eye catching applications which cryptoassets are good to wind up an urgent in addition to class. An immaculate installment framework would be one inside which cost might be exchanged electronically by means of cash learning documents. Such money information records hold the advantages of physical cash anyway would have the capacity to stream into unreservedly on electronic systems. An information record of this sort might be sent by means of email or internet based life channels. A specific component of electronic information is that it is followed any assortment of times at immaterial cost. This element is exceptionally bothersome for money. In the event that money information records are followed and furthermore the copies utilized as cash, they can't work as an installment instrument. This downside is named the "twofold spending issue." Blockchain technology contains a giant potential to remodel business in operation models within the future. The employment of blockchains guarantees to bring important efficiencies to international provide chains, money transactions, plus ledgers and localized social networking. The process of finding designs in giant informational indexes involving strategies at the crossing point of machine learning, insights, and info systems is data mining. An interdisciplinary subfield of technology, it's a necessary method whereby intelligent strategies are applied to extract data patterns info from a knowledge set and remodel it into a visible structure for any use. Apart from the raw analysis step, it involves info and data management aspects, knowledge pre-processing, model and illation concerns, interest metrics, quality concerns, post-processing of discovered structures, image, and on-line change.

Keywords: Cryptocurrency, Future, Data Mining, Bitcoin, Blockchain

1. CRYPTOCURRENCY

Cryptocurrency is a computerized cash that is made and overseen using propelled encryption methods known as cryptography. Cryptocurrency made the jump from being a scholarly idea to (virtual) reality with the production of Bitcoin in 2009. While Bitcoin pulled in a developing following in consequent years, it caught critical financial specialist and media consideration in April 2013 when it topped at a record $266 per bitcoin in the wake of flooding 10-crease in the former two months. Bitcoin wore a market estimation of over $2 billion at its pinnacle, yet a half dive presently started a seething discussion about the eventual fate of digital forms of money as a rule and Bitcoin specifically. Things being what they are, will these elective monetary standards in the long run supplant ordinary monetary forms and progress toward becoming as universal as dollars and euros sometime in the not so distant future? Or then again are cryptographic forms of money a passing prevailing fashion that will fire out a little while later? The appropriate response lies with Bitcoin.

1.1 Bitcoin – the Current Standard

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Bitcoin is a decentralized money that utilizations distributed innovation, which empowers all capacities, for example, cash issuance, exchange preparing and confirmation to be completed on the whole by the system. While this decentralization renders Bitcoin free from government control or impedance, the flipside is that there is no focal expert to guarantee that things run easily or to back the estimation of a Bitcoin. Bitcoins are made carefully through a "mining" process that requires ground-breaking PCs to fathom complex calculations and do the math. They are at present made at the rate of 25 Bitcoins like clockwork and will be topped at 21 million, a level that is required to be come to in 2140.

These qualities make Bitcoin in a general sense unique in relation to a fiat cash, which is upheld by the full confidence and credit of its administration. Fiat cash issuance is a profoundly brought together action administered by a country's national bank. While the bank controls the measure of cash issued as per its money related arrangement targets, there is hypothetically no maximum point of confinement to the measure of such money issuance. Also, neighborhood money stores are for the most part guaranteed against bank disappointments by an administration body. Bitcoin, then again, has no such help components. The estimation of a Bitcoin is completely reliant on what financial specialists will pay for it at a point in time. Too, if a Bitcoin trade overlays up, customers with Bitcoin adjusts have no response to get them back.

1.2 Increasing Scrutiny

Bitcoin's principle advantages of decentralization and exchange secrecy have likewise made it a favored cash for a large group of illicit exercises including tax evasion, medicate selling, sneaking and weapons acquisition. This has pulled in the consideration of intense administrative and other government offices, for example, the Financial Crimes Enforcement Network (FinCEN), the SEC, and even the FBI and Department of Homeland Security (DHS). In March 2013, FinCEN issued decides that characterized virtual cash trades and directors as cash benefit organizations, bringing them inside the ambit of government control. In May that year, the DHS solidified a record of Mt. Gox – the biggest Bitcoin trade – that was held at Wells Fargo, affirming that it overstepped against tax evasion laws. Furthermore, in August, New York's Department of Financial Services issued subpoenas to 22 rising installment organizations, a significant number of which dealt with Bitcoin, getting some information about their measures to avoid tax evasion and guarantee buyer assurance.

1.3 Alternatives to Bitcoin

Regardless of its ongoing issues, Bitcoin's prosperity and developing perceivability since its dispatch has brought about various organizations uncovering elective digital forms of money, for example,

Litecoin – Litecoin is viewed as Bitcoin's driving opponent at present, and it is intended for handling littler exchanges speedier. It was established in October 2011 as "a coin that is silver to Bitcoin's gold," as indicated by organizer Charles Lee. Not at all like the substantial PC pull required for Bitcoin mining, Litecoins can be mined by an ordinary PC. Litecoin's most extreme breaking point is 84 million – four times Bitcoin's 21-million cutoff – and it has an exchange preparing time of around 2.5 minutes, around one-fourth that of Bitcoin.

Ripple – Ripple was propelled by OpenCoin, an organization established by innovation business person Chris Larsen in 2012. Like Bitcoin, Ripple is both a money and an installment framework. The cash segment is XRP, which has a scientific establishment like Bitcoin. The installment component empowers the move of assets in any cash to another client on the Ripple arrange inside seconds, rather than Bitcoin exchanges, which can take as long as 10 minutes to affirm.

MintChip – Unlike most digital forms of money, MintChip is really the production of an administration establishment, particularly the Royal Canadian Mint. MintChip is a smartcard that holds electronic esteem and can exchange it safely starting with one chip then onto the next. Like Bitcoin, MintChip does not require individual ID; not at all like Bitcoin, it is upheld by a physical cash, the Canadian dollar.

1.4 Blockchain

The blockchain is a verifiably quick innovation – the brainchild of a man or gathering of individuals known by the pen name, Satoshi Nakamoto. Be that as it may, from that point forward, it has developed into something more prominent, and the primary inquiry each and every individual is asking is: What is Blockchain?

By enabling advanced data to be appropriated however not replicated, blockchain innovation made the foundation of another sort of web. Initially concocted for the computerized money, Bitcoin, (Buy Bitcoin) the tech network is currently finding other potential uses for the innovation.

Bitcoin has been called "digital gold," and for a justifiable reason. To date, the aggregate estimation of the cash is near $9 billion US. What's more, blockchains can influence different sorts of computerized to esteem. Like the web (or your auto), you don't have to know how the blockchain attempts to utilize it. In any case,

having an essential information of this new innovation indicates why it's viewed as progressive. Thus, we trust you appreciate this, what is Blockchain control.
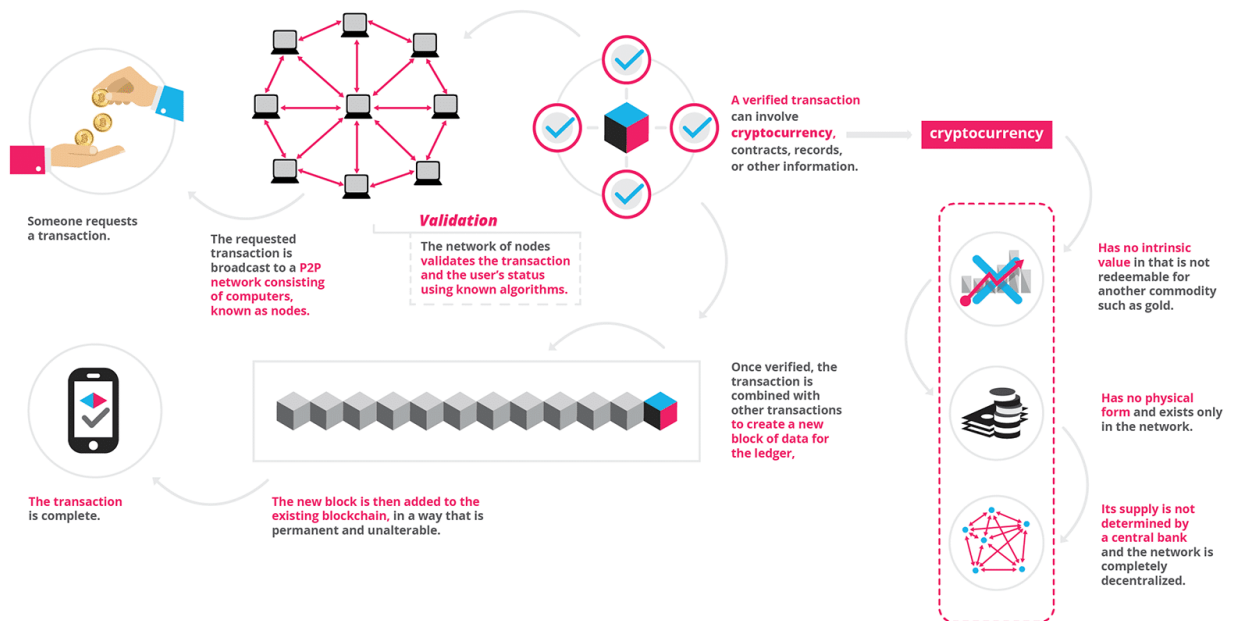

Figure 1: Blockchain protecting data

1.5 A distributed database

Picture a spreadsheet that is copied a great many circumstances over a system of PCs. At that point envision that this system is intended to consistently refresh this spreadsheet and you have an essential comprehension of the blockchain.

Information on a blockchain exists as a common — and constantly accommodated — database. This is a method for utilizing the system that has clear advantages. The blockchain database isn't put away in any single area, which means the records it keeps are genuinely open and effectively undeniable. No brought together form of this data exists for a programmer to degenerate. Facilitated by a great many PCs at the same time, its information is open to anybody on the web.

1.6 Blockchain Durability and robustness

Blockchain innovation resembles the web in that it has a worked in heartiness. By putting away squares of data that are indistinguishable over its system, the blockchain can't:
1.   Be controlled by any single element.
2.   Has no single purpose of disappointment.
Bitcoin was invented in 2008. Since that time, the Bitcoin blockchain has worked without critical disturbance. (To date, any of issues related with Bitcoin have been because of hacking or bungle. At the end of the day, these issues originate from awful expectation and human mistake, not imperfections in the basic ideas.)
The web itself has ended up being sturdy for very nearly 30 years. It's a reputation that looks good for blockchain innovation as it keeps on being produced.

1.7 Transparent and incorruptible

The blockchain organize lives in a condition of agreement, one that naturally checks in with itself at regular intervals. A sort of self-reviewing biological community of a computerized esteem, the system accommodates each exchange that occurs in ten-minute interims. Each gathering of these exchanges is alluded to as a "square". Two essential properties result from this:
1.   Transparency information is inserted inside the system all in all, by definition it is open.
2.   It can't be undermined changing any unit of data on the blockchain would mean utilizing an immense measure of processing capacity to supersede the whole system.

1.8 A network of nodes

A network of so-called computing "nodes" make up the blockchain.
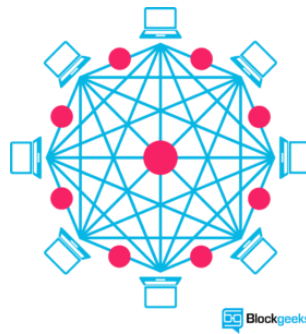
Figure 2 : Network of nodes

A node is a PC associated with the blockchain arrange utilizing a customer that plays out the assignment of approving and handing-off exchanges, gets a duplicate of the blockchain, which gets downloaded naturally after joining the blockchain organize.

Together they make an intense second-level system, an entirely extraordinary vision for how the web can work.

Each node is an "executive" of the blockchain, and joins the system intentionally (in this sense, the system is decentralized). Be that as it may, every one has a motivation for taking part in the system: the chance of winning Bitcoins.

Nodes are said to be "mining" Bitcoin, yet the term is something of a misnomer. Truth be told, every one is contending to win Bitcoins by comprehending computational riddles. Bitcoin was the raison d'etre of the blockchain as it was initially imagined. It's currently perceived to be just the first of numerous potential utilizations of the innovation.

There are 700 Bitcoin-like cryptographic forms of money (replaceable esteem tokens) officially accessible. Also, a scope of other potential adjustments of the first blockchain idea are as of now dynamic, or being developed.

1.9 The Blockchain & Enhanced security

By putting away information over its system, the blockchain wipes out the dangers that accompany information being held midway.

Its system needs incorporated purposes of helplessness that PC programmers can misuse. The present web has security issues that are recognizable to everybody. We as a whole depend on the "username/secret word" framework to ensure our personality and resources on the web. Blockchain security techniques utilize encryption innovation.

The reason for this are the alleged open and private "keys". A "public key" (a long, arbitrarily produced series of numbers) is a clients' address on the blockchain. Bitcoins sent over the system gets recorded as having a place with that address. The "private key" resembles a secret key that gives its proprietor access to their Bitcoin or other advanced resources. Store your information on the blockchain and it is ethical. This is valid, albeit securing your computerized resources will likewise require defending of your private key by printing it out, making what's alluded to as a paper wallet.

2. THE FUTURE OF CRYPTOCURRENCY

Cryptographic forms of money are condemned for their unpredictability, presentation to hacking and control, and potential help of illegal tax avoidance.

It is very basic for advancements to experience reluctant begins, but then bring tremendous financial and social advantages and change.

Thirty years ago, or significantly more as of late in the midst of the website crumple, it is hard to envision that there would be few overwhelming innovation organizations, prominently Google, Apple, Facebook and Amazon (GAFA), bringing such social and monetary change. Besides, the difficulties they are carrying alongside these advantages were not generally those that would have been envisioned.

This is likely applicable for crypto resources. A portion of the worries that individuals stress over – unpredictability, introduction to control, absence of agreeableness – are probably not going to be long haul issues. They come from illiquidity. Once there is sufficient liquidity, these issues will vanish and there are great reasons why liquidity for the "winning" is probably going to enhance in the close or medium term.

A portion of the constraints that cryptographic forms of money by and by confront –, for example, the way that one's computerized fortune can be eradicated by a PC crash, or that a virtual vault might be scoured by a programmer – might be defeated in time through mechanical advances. What will be harder to surmount is

the essential conundrum that bothers cryptographic forms of money – the more prominent they turn into, the more direction and government examination they are probably going to draw in, which dissolves the principal start for their reality.

While the quantity of dealers who acknowledge digital currencies has relentlessly expanded, they are still especially in the minority. For digital currencies to wind up more broadly utilized, they need to first increase far reaching acknowledgment among customers. Nonetheless, their relative multifaceted nature contrasted with ordinary monetary standards will probably prevent a great many people, aside from the mechanically capable.

A cryptocurrency that tries to end up some portion of the standard monetary framework may need to fulfill generally dissimilar criteria. It would should be numerically mind boggling (to keep away from extortion and programmer assaults) however simple for buyers to comprehend; decentralized yet with sufficient customer shields and assurance; and save client secrecy without being a channel for tax avoidance, illegal tax avoidance and different loathsome exercises. Since these are imposing criteria to fulfill, is it conceivable that the most well known digital money in a couple of years could have characteristics that fall in the middle of vigorously controlled fiat monetary forms and the present cryptographic forms of money? While that probability looks remote, there is little uncertainty that as the main digital currency at exhibit, Bitcoin's prosperity (or scarcity in that department) in managing the difficulties it countenances may decide the fortunes of different cryptographic forms of money in the years ahead.

2.1 Digital currencies paving the way for cryptocurrencies

One reason sits with national banks, where two unmistakable movements may have a major effect. One is that driving dealer and worldwide banks are beginning to offer administrations including crypto resources, for instance offering trade exchanged fates on crypto resources when asked for by clients, which thusly is putting weight on national banks to create prudential tenets for the treatment of crypto resources on bank accounting reports.

A basic symptom of this movement is that and chance estimation systems, went for guaranteeing the versatility of the keeping money division, will bring cryptographic forms of money into standard managing an account and legitimize them. The other is the part of computerized monetary standards in focal managing an account installment frameworks. National banks are for the most part currently taking a gander at presenting advanced monetary standards and it isn't if, however just an issue of when this will happen.

The passage of national banks into the computerized money field will bring the general masses into utilizing advanced monetary forms once a day, from which the bounce to utilizing digital currencies turns into a significantly littler advance.

The landing of well-working digital currencies could, for instance, be a shelter for clients of retail managing an account administrations empowering them to utilize minimal effort, completely unquestionable exchange instruments to supplant the current costly installment administrations offered by banks. Be that as it may, this is basically supplanting existing frameworks with less expensive choices and the potential for creative administrations is presumably where the long-term benefits lie.

2.2 Insurance one of the key sectors to benefit from cryptos

The are regularly refered to as a territory that will profit enormously since cryptographic forms of money and the fundamental should empower the correct cost of guaranteed things to be checked, quick and exact open confirmation of occasions activating protection installments, and give the pertinent installment, all on one stage.

Be that as it may, the capacity for cryptographic forms of money to incorporate protection like contracts activated by particular occasions, purported savvy contracts, gives off an impression of being significantly additionally energizing. It could empower little firms to obtain all the more effectively and at bring down rates since they will have the capacity to freely offload certain dangers that rely upon all around distinguished results, for example, money conversion scale triggers and costs of wares prospects. Such savvy contracts could likewise be utilized to influence security appraisals and basically could be valuable in a wide range of venture openings.

Given the requirement for liquidity, we will likely wind up with few expansive cryptographic forms of money, yet numerous littler specialty ones that are utilized widely by specific enterprises and interpersonal organizations, where the focus on a particular industry or system gives a level of security against bring down liquidity, all sitting nearby national banks advanced monetary forms.

By the day's end, similarly as with the GAFA case, it is hard to make certain where this will arrive, yet there is no motivation to let here and now concerns cloud our perspective without bounds.

2.3 Should You Invest in Cryptocurrencies?

On the off chance that you are thinking about putting resources into cryptographic forms of money, it might be best to treat your "speculation" similarly you would treat some other very theoretical wander. As such, perceive that you risk losing the greater part of your venture, if not every last bit of it. As expressed before, a digital money has no natural esteem separated from what a purchaser will pay for it at a point in time. This makes it exceptionally defenseless to gigantic cost swings, which thusly expands the danger of misfortune for a speculator. Bitcoin, for instance, dove from $260 to about $130 inside a six-hour time frame on April 11, 2013. On the off chance that you can't stomach that sort of unpredictability, search somewhere else for speculations that are more qualified to you. While conclusion keeps on being profoundly separated about the benefits of Bitcoin as a venture – supporters point to its constrained supply and developing use as esteem drivers, while spoilers consider it to be simply one more theoretical air pocket – this is one discussion that a moderate financial specialist would do well to maintain a strategic distance from.

3. PROS AND CONS OF INVESTING IN A NEW CRYPTOCURRENCIES

Cryptographic money introductory coin contributions (ICOs) are bets. They can possibly make gigantic profits for your venture, yet additionally accompany incredible instability and hazard. Despite the fact that individuals have been discussing the dangers related with ICOs for quite a while, major budgetary establishments, for example, Goldman Sachs and JPMorgan are starting to take a gander at putting resources into the segment. Regardless of whether you have a lot of capital or a tad of additional money, digital currency is a speculation worth investigating. Here are a couple of the upsides and downsides related with a digital currency ICO.

3.1. Professional No. 1: Massive potential for returns

One of the insights that makes everybody consider putting resources into cryptographic money is that $1,000 put resources into Bitcoin in 2013 would be worth over $400,000 today.
Late ICOs have made various enormous returns in a short measure of time. Stratis raised $600,000 amid their ICO in June 2016, and has since seen a 63,000 percent ascend in the cost. Spectrecoin brought $15,000 up in January 2017 amid their ICO, and has since ascended more than 13,000 percent.

3.2 Star No. 2: Shorter time horizon

Since cryptographic forms of money are less secure speculations, it is best to contrast them with point contributing and funding contributing. Datum propelled their ICO in late October 2017, having effectively brought $1.5 million up in pre-ICO stores.
Since digital forms of money are arrange based and Datum has officially gotten a groundswell of help, speculators know it is likely that they can start changing out their ventures moderately rapidly.

3.3 Pro No. 3: Increased liquidity

When you buy value in a startup, keeping in mind the end goal to understand a benefit, you have to discover somebody to purchase the value from you or sit tight for a procurement or IPO to happen. In any case, none of these alternatives enable you to control when you money out your venture.
In the event that a cryptographic money ICO can assemble a sufficiently strong system, for example, the 56,000-part Datum organize, financial specialists promptly have considerably more liquidity and can offer their digital currency for ether or dollars quickly.

3.4 Pro No. 4: Clear direction for execution

Maybe the greatest preferred standpoint of putting resources into cryptographic money ICOs over new businesses is the way that new companies frequently need to rotate various circumstances and beat introductory speedbumps. When you see an arrangement of originators requesting beginning capital, you ought to perceive that the organization they in the end take open will look radically changed.
With a digital currency ICO, when you contribute you know precisely what the system does and will do. In that capacity, you can all the more precisely assess the product– advertise fit for the stage, and can utilize that understanding to decide your venture.

3.5 Con No. 1: Increased volatility

Obviously, when contrasted with putting resources into the stock exchange or even land, cryptographic money ICOs are considerably more unpredictable. Issues, for example, hacking episodes can make financial specialists lose the greater part of their venture rapidly. Without a doubt, such extreme occurrences are uncommon, yet significant drops in ICO esteem are not incredible.

3.6 Con No. 2: Potential network stall.

The genuine estimation of any cryptographic money depends on building a solid item that a huge system of clients will need to utilize. Be that as it may, if these systems either neglect to draw in clients or never get clients to really use the stage, at that point the cash will probably observe a drop-off in cost. Huge numbers of the ongoing ICOs that neglected to perform in the wake of propelling did as such because of an absence of system commitment.

3.7 Con No. 3: Potential shortage of resources.

Similarly as new businesses can come up short on assets and be not able proceed with tasks, if a cryptographic money ICO does not sufficiently collect cash or the startup spends more cash than anticipated, the entryways shut and the system truly takes off. Numerous digital forms of money are doing pre-ICO bringing up to have solid duties of assets and exhibited interest for the cash.

3.8 Con No. 4: Potential mismanagement.

Eventually, every cryptographic money is a startup and has a group of authors running it. All together for the cryptographic money to successfully explore from ICO stage to mass-advertise levels, it needs a strong establishing group. Before putting resources into a digital money ICO, make a point to investigate the group's experience and assess whether they have the ranges of abilities and capacities to execute the venture.

With new venture conceivable outcomes springing up each day, it is basic to stay up with the latest with what choices you have for riches administration. While portfolios should be adjusted, great portfolios have a tendency to incorporate some more dangerous resources, for example, funding.

In the advanced world, digital currency ICOs offer numerous advantages that funding is deficient. When you begin contemplating contributing, set aside opportunity to investigate what ICOs are accessible and how their prosperity may have the capacity to create gigantic returns for you.

4. WHY YOU CAN'T AFFORD TO IGNORE CRYPTOCURRENCIES AND BLOCKCHAIN ANYMORE

In spite of the fact that digital money and its underpinnings - blockchain technology - have experienced extreme occasions in the course of the most recent eight years, they have developed to the point where they represent a genuine risk, to banks, as well as to other incorporated control frameworks, for example, installment frameworks, insurance agencies, law offices, and even governments.

We can't accuse top bank authorities for overlooking this innovation for such a significant many years. With the huge measures of cash going through their hands once a day, they couldn't reasonably imagine that, at some point, they would confront rivalry from a flimsy, computerized money that depends on some "nerdy," dispersed record innovation.

Shockingly for banks and other brought together control frameworks, cryptographic forms of money are digging in for the long haul. While early adopters of Bitcoin and blockchain devotees raise a great many dollars, the individuals who host appeared late to the gathering can just discuss the weaknesses of cryptographic money and how blockchain endangers the framework. However, even they can't ignore the undeniable advantages.

Maybe the greatest danger blockchain-controlled advanced monetary forms posture for governments and conventional budgetary frameworks is the undermining of their power and hardship of their since a long time ago dug in "charge and implement" attitude. Fiat cash stays profitable to a great extent since it is sponsored by the state and is controlled regarding cost and accessibility by the national banks. In the interim, digital

money rides on the shoulders of the as far as anyone knows secure blockchain to go around the conventional managing an account procedure completely.

Found in that light, it appears to be counterproductive to overlook digital forms of money and all that they involve and guarantee. Governments and networks ought to search for better approaches for receiving digital forms of money and blockchain to profit the worldwide economy and humankind all in all. Here's the reason.

4.1 Most governments do not care about cryptotechnology

Numerous nations are as yet loath to utilizing at any rate a few components of blockchain innovation. Clearly, they are not inspired by supporting digital currencies, either. Notwithstanding, China, Russia and the Netherlands seem, by all accounts, to be moving toward the new innovation all the more proactively.

For example, China's Central Bank, the People's Bank Of China, is trying out a model cryptographic money. While the aftereffects of their endeavors are essentially obscure, China could turn into the world's first nation with a full scale, government-endorsed digital currency on board. Given the greater part of China's advanced cash endeavors, this does not sound altogether doubtful.

The Netherlands, in the mean time, have made their own cryptographic money for inside flow, with the end goal of basically considering the innovation and how it works in reality. Russia has propelled an Ethereum-based blockchain experimental run program. The Central Banks of Europe and Japan are following a similar way, yet appear to be more keen on the potential advantages of blockchain innovation as a methods for bettering their market foundation.

We don't yet know how governments will use the influence of blockchain and change their arrangements to address the threats of digital forms of money, however one thing is certain: If they keep on ignoring these front line innovations as opposed to putting very much characterized guidelines of their use set up, they will lose control over the world's cash supply.

4.2 Cryptocurrencies may suffer from policy-related issues . . . for a while

National banks still frequently question the general security of computerized cash and in the zones of significant worth, protection, defenselessness to digital assaults and misrepresentation. In March, Federal Reserve Governor Jerome Powell voiced these approach concerns and called for them to be comprehensively explored.

However, cryptographic forms of money don't stop to create. As indicated by Coinmarketcap, cryptographic forms of money represent up to $150 billion worth of computerized cash, with Bitcoin alone having risen in excess of 380 percent since the turn of the year. The remarkable development of Initial Coin Offering (ICO) interests in 2017 have just supported this blast.

There is almost certainly that, sooner or later, governments should think of clear strategies to address the utilization of cryptographic forms of money and blockchain.

4.3 Blockchain is good news for small business

Despite the fact that digital forms of money and blockchain innovation are practically in their early stages, they can possibly turn into the best mechanical advances since the web. This is uplifting news for little and medium-sized organizations who experience the ill effects of companies.

Blockchain supports independent companies by encouraging a reasonable field atmosphere for each player available. In particular, these advantages become possibly the most important factor with Ethereum blockchain. By presenting the supposed Digital Autonomous Organization (DAO), blockchain takes into consideration keen gets that are drawn up and executed by decentralized, self-administered networks of entrepreneurs. Blockchain innovation cuts go betweens (e.g. courts, attorneys, protection operators) good and gone and takes into consideration an impressive decrease in operational and frictional costs, drastically streamlining business forms.

While this may appear to be farfetched to a few, private ventures would already be able to begin utilizing blockchain for their advantage. New businesses like Opporty, Snov.io and BlockCAT have effectively made advances into the innovation.

Opporty, for example, is an administration commercial center on the blockchain that actualizes solid keen contracts and the world's initially decentralized Escrow. By restricting Ethereum blockchain and its own digital currency, OPP token, to the on-request plan of action, it permits organizations, specialist co-ops and customary clients to appreciate the advantages of a reasonable field-and-no-support condition, wherein

autonomous networks of specialists institutionalize and build up tenets of working together, draw up keen contracts and ensure all gatherings through decentralized escrow strategy.

Blockchain and cryptographic money innovation can be of colossal advantage to the worldwide economy. A prime illustration is the direction on which Japan, the world's third biggest economy, has gone since the fantastic money related catastrophe of Mt. Gox in 2014. Bitcoin is currently acknowledged as a lawful strategy for installment in Japan. Its biggest banks have additionally put down cash on Bitcoin trades and Bitcoin and blockchain related little top stocks, as the money starts to accumulate support among retailers inside the nation and all inclusive.

5. WAYS CRYPTOCURRENCY AND BLOCKCHAIN ARE CHANGING ENTREPRENEURSHIP

It's turned out to be difficult to disregard cryptographic money and blockchain - it's all over the place, and there is no indication of backing off. Thus, blockchain-based trades of data and tokens are discharging an influx of new conceivable outcomes for business people.

The hurry to make imaginative business arrangements that are speedier, more secure and more straightforward is on. Blockchain is as of now adding to true enhancements in the realm of business; here are six cases

5.1 Increasing access to entrepreneurship education

Individuals all things considered and from varying backgrounds are winding up progressively intrigued by business, and numerous basically don't have sufficient energy or assets to look for assist instruction from formal establishments. Somebody with a 9-to-5 work attempting to dispatch his or her own business likely doesn't have room schedule-wise to enlist in a MBA program.

While formal training isn't a necessity, numerous new business people look for adaptable, solid and moderate instructive alternatives to enable them to build up the aptitudes expected to dispatch their organizations. SuccessLife is utilizing blockchain tokens to offer video content, computerized courses and individual training yearning for business people, covering themes, for example, administration and speculation strategies.

The token's changeless record and programmed brilliant contracts render the exchanges that give these instructive open doors solid and financially savvy. Business people just need a web association with get to the instructive substance.

5.2 Unlocking crowdfunding opportunities

One of blockchain's most newsworthy commitments to business enterprise is its impact on crowdfunding efforts. Truth be told, blockchain new businesses brought $5.6 billion up in stores in 2017, generally determined by network crusades. This blockchain-based raising support demonstrate has demonstrated so fruitful that it's drawing in a lot of standard speculation.

Regardless of the accomplishment of blockchain-driven crowdfunding efforts, the customary crowdfunding market is still greatly wasteful. Just 1.9 percent of crusade reserves go to creating nations and 78 percent of battles neglect to achieve their objectives. The absence of availability has driven some creative organizations to consolidate blockchain with customary crowdfunding to give control back to business people far and wide. Oak seed Collective is one organization giving a second-age open commercial center for new pursuits looking for crowdfunding. Any lawful new venture whose organizer passes essential screening can make a pitch on the Acorn stage.

Blockchain makes the procedure straightforward, protected and open from any district. On the stage, a crowdfunding motor enables business visionaries to scrounge up promoting support, boosting the shot of an effective task.

5.3 Providing user-friendly financial tools

All the more new pursuits are utilizing digital forms of money notwithstanding fiat monetary standards with a specific end goal to deal with their financing, regardless of whether that takes the state of a token deal or a business visionary raising assets through able exchanging on crypto trades. Dealing with numerous fiat and crypto accounts, be that as it may, has dependably been a confounded assignment.

Zerta is a cutting edge exchanging stage worked by a main group of trade technologists and business people. The stage interfaces a trade, a crypto and fiat wallet, and a bank in a solitary biological community. "We are taking the crypto-exchanging market up to the level of conventional markets and stock trades," says ParuyrShahbazyan, prime supporter of Zerta.

As crypto selection turns out to be more common, it is essential to center around training and convenience, particularly inside money related administrations. For Zerta, this implies personalization and adjustable interfaces to help clients of all experience levels exchange, send and get installments and draw in with a network of similar individuals. Ease of use is the core interest.

5.4 Cultivating new investment opportunities

Business visionaries over each industry are always searching for better approaches to differentiate their ventures, and the presentation of coin-based exchanges is opening up new potential outcomes. For instance, Muirfield has many years of experience encouraging private value speculation openings.

Presently, as blockchain turns out to be progressively normal crosswise over businesses, Muirfield IP is supposed to dispatch its own particular Tokenized Asset Offering in 2018. Not exclusively do token-based open doors open up the entryways for new business visionaries to buy resources, encouraging a TAO likewise guarantees that the laws and controls in regards to security tokens are entirely taken after.

5.5 Developing customer-loyalty platforms

Client dedication is basic for all organizations. To sustain business-client connections, numerous business people attempt to make client dependability issues. Such projects, nonetheless, can require more mechanical cerebral pains and accounting obstacles, making one more information field for business people to track and oversee.

Blockchain is a perfect device for helping business visionaries grow low-push client dedication programs, remunerating rehash clients with uncommon impetuses and cultivating cozy connections.

Blockchain's automatable exchange record can monitor client cooperations and modify clients' reliability status fittingly. Blockpoint, for instance, enables clients to rapidly set up blockchain-based reliability projects to coordinate with their current organizations.

5.6 Creating reliable agreements

Business visionaries flourish in a system of commonly steady connections that enable them to dispatch their endeavors. A significant number of these connections, for example, amongst financial specialists and originators, appear as official or informal legally binding assentions. At the point when these understandings fail to work out, business visionaries battle. An item dispatch, for instance, could be destroyed if an arrangement with a producer breakdown.

Blockchain marks and keen contracts give powerful, reasonable alternatives for business visionaries looking for solid legitimate contracts. Organizations, for example, DocTailor offer devices for clients to manufacture and tweak legitimate assentions and savvy contracts on the blockchain. Tennessee as of late made shrewd contracts lawfully authoritative in the state, and different areas trying to sustain tech advancement are probably going to before long take after their lead.

6. A LOOK INTO THE FUTURE OF CRYPTOCURRENCIES – 3 PREDICTIONS FOR THE CRYPTOCURRENCY MARKET

It's less than 10 years , and cryptographic money has effectively created an impression in the budgetary segment. Apparently out of the blue, this money has figured out how to stand out enough to be noticed and, frequently, their adoration. What's more, it's as of now influencing a few parts of the overall population's lives, including business enterprise.

Embracing digital currency and its hidden blockchain innovation to work with officially existing frameworks, obviously, has postured challenges. An ongoing illustration happened when the innovation foundation organization Stripe tried consolidating a bitcoin installment alternative. Shockingly, the outcome wasn't a win. It worked out that the speed in handling bitcoin exchanges killed customers. In a blog entry this past January, Stripe's task supervisor, Tom Karlo, said his organization's clients dismissed the digital currency alternative in view of affirmation slacks, high charges and a distinction amongst exchanges and the changes of the cash's esteem.

Indeed, advanced cryptographic money generally speaking has had what's coming to its of disappointments. Be that as it may, regardless of them, numerous individuals still trust cryptographic money has a brilliant

future. In a meeting, Kevin Murcko, CEO of CoinMetro, for example, immovably expressed his conviction that cryptographic forms of money are as yet creating and that there is more we'll find in the digital currency space.

"The digital money and blockchain ventures are works in advance," Murcko said. "Take a gander at Bitcoin, for instance; it's not the manner in which it was very nearly 10 years back. Beside the adjustment in esteem, it's working in various landscapes. It's accepting more input as far as issues that give regions to development, advancement and development."

Genuine, digital currency has had its high points and low points. In any case, the accompanying patterns of the digital currency advertise give us a to some degree canny figure about what we can expect later on:

6.1 Cryptocurrencies will receive more patronage from institutional investors

Given that an ever increasing number of governments are investigating the direction of cryptographic forms of money, speculators are feeling more great about putting their assets into them.

With included control, institutional financial specialists will have the capacity to inhale simpler and have less uneasiness about the vulnerability of the cryptographic money showcase. Actually, more speculators are considering digital currencies to be a reasonable resource due to their alluring returns: In December 2017 bitcoin hit a record high of nearly $20,000 for one tcoin. In spite of the fact that the cost has gone down from that point forward, specialists anticipate that Bitcoin's esteem could really go higher than that 2017 figure.

Very rich person financial specialist Tim Draper strikingly anticipated, for instance, that Bitcoin would accomplish an estimation of $250,000 per coin by 2022.

Notwithstanding, any ascent toward that path will be a slow one. While some institutional financial specialists are putting resources into digital forms of money, others are determinedly watching the market. In this manner, the presentation and execution of directions may pull in a portion of those watchers to hop in.

6.2 Why cryptocurrencies are being regulated

Absence of security has for some time been one of the greatest worries for brokers. Actually, a study directed by Encrybit, a cryptographic money trade stage, uncovered that 40 percent of the members surveyed considered security to be a noteworthy concern.

As indicated by the Securities Exchange Commission, cryptographic money trades in general stay unregulated. This is rather than digital currency's regular monetary forms partners, which are directed by the national banks of their particular nations.

Now and again, programmers and cybercriminals have effectively exploited the absence of digital money direction and made exchanging these monetary standards perilous for financial specialists.

Be that as it may, endeavors are in advance to control cryptographic money in the worldwide field. For instance, at the G20 summit in Argentina, mandates were made for worldwide controls.

In an ongoing discussion I had about the eventual fate of the blockchain business with Ahmed Khawanky, the CMO of IngotCoin, Khawanky stressed the need to direct the digital currency advertise as an approach to look after security.

"When you endeavor to push something new to the market," Khawanky stated, "there's a need to win the trust of the general population. Individuals won't confide in something they don't know or like. In this way, guaranteeing security is the core of the general accomplishment of the blockchain innovation."

6.3 Cryptocurrencies won't stop being volatile

In spite of the measures to guarantee soundness in the digital currency showcase, it's as yet a battle to stop or possibly diminish cryptographic forms of money's instability. There are still such a significant number of variables keeping them unpredictable. These include: the monetary standards' absence of inherent esteem, the absence of institutional capital, the usage of controls and thin-arrange books, among different variables.

Albeit direction of the money and their business sectors will help bring down unpredictability, that by itself won't be sufficient to have an extensive effect in cryptographic forms of money's unstable nature.

In any case, as digital money exchanging turns out to be more famous, we ought to see a back and forth movement of instability. While a few people will profit by the sudden builds those rhythmic movements convey to digital forms of money's esteem, we ought not overrule the likelihood of a sudden crash also.

6.4 The Blockchain a New Web 3.0?

The blockchain enables web clients to make esteem and confirms computerized data. What will new business applications result?

6.4.1 Smart contracts

Circulated records empower the coding of straightforward contracts that will execute when indicated conditions are met. Ethereum is an open source blockchain venture that was constructed particularly to understand this plausibility. In any case, in its beginning times, Ethereum can possibly use the value of blockchains on a really world-evolving scale.

At the innovation's present level of improvement, keen contracts can be modified to perform basic capacities. For example, a subordinate could be paid out when a monetary instrument meets certain benchmark, with the utilization of blockchain innovation and Bitcoin empowering the payout to be mechanized.

6.4.2 The sharing economy

With organizations like Uber and AirBnB prospering, the sharing economy is as of now a demonstrated achievement. As of now, be that as it may, clients who need to hail a ride-sharing administration need to depend on a delegate like Uber. By empowering distributed installments, the blockchain opens the way to coordinate association between parties — a really decentralized sharing economy results.

An early illustration, OpenBazaar utilizes the blockchain to make a shared eBay. Download the application onto your figuring gadget, and you can execute with OpenBazzar merchants without paying exchange charges. The "no standards" ethos of the convention implies that individual notoriety will be much more imperative to business connections than it presently is on eBay.

6.4.3 Crowdfunding

Crowdfunding activities like Kickstarter and Gofundme are doing the propel work for the rising shared economy. The notoriety of these destinations proposes individuals need to have an immediate say in item improvement. Blockchains take this enthusiasm to the following level, possibly making swarm sourced investment reserves.

In 2016, one such analysis, the Ethereum-based DAO (Decentralized Autonomous Organization), raised a shocking $200 million USD in a little more than two months. Members acquired "DAO tokens" enabling them to vote on keen contract funding ventures (voting power was proportionate to the quantity of DAO they were holding). An ensuing hack of task reserves demonstrated that the venture was propelled without legitimate due determination, with deplorable results. In any case, the DAO analyze proposes the blockchain can possibly introduce "another worldview of monetary participation."

6.4.4 Governance

By making the outcomes completely straightforward and openly available, circulated database innovation could convey full straightforwardness to decisions or some other sort of survey taking. Ethereum-based shrewd contracts help to mechanize the procedure.

The application, Boardroom, empowers authoritative basic leadership to occur on the blockchain. Practically speaking, this implies organization administration turns out to be completely straightforward and certain while overseeing advanced resources, value or data.

6.4.5 Supply chain auditing

Purchasers progressively need to realize that the moral cases organizations make about their items are genuine. Dispersed records give a simple method to confirm that the backstories of the things we purchase are bona fide. Straightforwardness accompanies blockchain-based timestamping of a date and area — on moral jewels, for example — that compares to an item number.

The UK-based Provenance offers store network inspecting for a scope of buyer products. Making utilization of the Ethereum blockchain, a Provenance pilot venture guarantees that fish sold in Sushi eateries in Japan has been economically reaped by its providers in Indonesia.

6.4.6 File storage

Decentralizing document stockpiling on the web brings clear advantages. Dispersing information all through the system shields records from getting hacked or lost.

Bury Planetary File System (IPFS) makes it simple to conceptualize how a circulated web may work. Like the way a bittorrent moves information around the web, IPFS disposes of the requirement for concentrated customer server connections (i.e., the present web). A web made up of totally decentralized sites can possibly accelerate document exchange and gushing occasions. Such a change isn't just advantageous. It's a fundamental move up to the web's at present over-burden content-conveyance frameworks.

6.4.7 Prediction markets

The crowdsourcing of forecasts on occasion likelihood is demonstrated to have a high level of exactness. Averaging suppositions counterbalances the unexamined predispositions that misshape judgment. Expectation showcases that payout as indicated by occasion results are as of now dynamic. Blockchains are an "insight of the group" innovation that will no uncertainty find different applications in the years to come.

In any case, in Beta, the forecast advertise application Augur makes share contributions on the result of certifiable occasions. Members can win cash by becoming tied up with the right forecast. The more offers bought in the right result, the higher the payout will be. With a little duty of assets (not as much as a dollar), anybody can make an inquiry, make a market in view of an anticipated result, and gather half of all exchange charges the market produces.

6.4.8 Protection of intellectual property

As is outstanding, computerized data can be interminably recreated — and conveyed generally because of the web. This has given web clients all around a goldmine of free substance. Be that as it may, copyright holders have not been so fortunate, losing control over their protected innovation and enduring monetarily as a result. Keen contracts can secure copyright and robotize the offer of innovative works web based, dispensing with the danger of record duplicating and redistribution.

Mycelia utilizes the blockchain to make a shared music appropriation framework. Established by the UK artist lyricist Imogen Heap, Mycelia empowers performers to offer melodies straightforwardly to gatherings of people, and in addition permit tests to makers and divvy up eminences to musicians and artists — these capacities being mechanized by brilliant contracts. The limit of blockchains to issue installments in fragmentary digital money sums (micropayments) recommends this utilization case for the blockchain has a solid shot of accomplishment.

CONCLUSION

The development of Bitcoin has started a discussion about its future and that of different digital forms of money. In spite of Bitcoin's ongoing issues, its prosperity since its 2009 dispatch has motivated the making of elective cryptographic forms of money, for example, Litecoin, Ripple and MintChip. A cryptographic money that tries to wind up some portion of the standard monetary framework would need to fulfill exceptionally unique criteria. While that probability looks remote, there is little uncertainty that Bitcoin's prosperity or disappointment in managing the difficulties it countenances may decide the fortunes of different digital currencies in the years ahead.

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YOUTH AND UNEMPLOYMENT

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ABSTRACT

Youth and unemployment is an issue of great importance for the whole community, because young people are the driving force of every society. Their active involvement is very important in order to contribute to the socio-economic development, but also to the overall social development of the whole society.

Unemployment in Macedonia is currently one of the biggest economic and social problems. The high rate of unemployment entails a number of other problems with it, such as poverty, social insecurity, the departure of young people abroad.

In the further part of this paper, the current situation in Macedonia in terms of youth unemployment will be more detailed descriptive, certain selected priorities and solutions in this area will be emphasized. The method of content analysis and related laws, action plans, research studies, documented inscriptions and statistical data that treat the matter will be used predominantly, and a comparative method will be used to a certain extent, while a survey will be used from instruments.

The overall goal of this paper is to determine the conditions, factors and the most important awareness-raising among the competent authorities in order to take measures to solve the youth unemployment problem and to reduce the departure of young people out of Macedonia.

Unemployment is a social and economic phenomenon and problem existing even in the countries with the most developed economies being more acute in the less developed countries. Unemployment is one of the negative phenomena which occurs with great intensity during the transition.[31]

Youth unemployment and emigration are the common worst problems that young people have faced before. Youth organizations require greater involvement in decision-making and the creation of laws that apply to them, the promotion of learning organization and better education. Unemployment has been reduced in the countries of the Western Balkans, but Macedonia with a 2.7% reduction is one of the six worst countries in the region when it comes to unemployment, according to the World Bank and the Vienna Institute for International Economic Studies.

Macedonia is among the top ten countries in the world according to youth unemployment, which is almost twice as high as the general unemployment rate - 23.7 percent. Young people prefer public more than the private sector, and small number of people are willing to start their own business.

According to the International Labor Organization, currently there are over 70 million unemployed young people in the world. This trend is primarily due to the economic crisis of 2008, which occurred just in the period when this, the so-called millennium generation has attained adulthood- professional maturity that is needed in the labor market. A factor that also has an impact on the youth unemployment is undoubtedly the demographic aging of the population, due to which the retirement age is gradually extended, because of the sustainability of the pension funds, but that in practice also means fewer job positions for young people. This generation is considered as the most educated so far, but due to the time spent in the educational process, the transit from school to work occurs later. Undoubtedly, the causes of youth unemployment on a global scale are increasing, and when factors of the national context are added to them, the situation becomes more complex from country to country.[32] This trend is primarily due to the economic crisis of 2008.

In the Republic of Macedonia, according to official data, youth unemployment is almost twice as high as the general unemployment rate - 23.7 percent, or by age group: from 15 to 19 years. - 58.9 percent; from 20 to

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[31]Suportof the state and localauthorities towards rise of employment in the Republic of Macedonia ;IlijaTodorovski, MilkaDimitrovska, p. 22

[32]Youth and employment. Expectations vs. Reality; Prof. Dr. Maria TupuzovskaLaktovikj; https://www.google.com/url?sa=t&source=web&rct=j&url=http://respublica.edu.mk/blog/m-1-1%3Fformat%3Damp&ved=2ahUKEwiClLPqw__cAhUDpYsKHVumC3oQFjAFegQIAhAB&usg=AOvVaw0GjPtynrvGBbvH3FgnJhBm&ampcf=1

24 years. - 46.1 percent and 25 to 29 - 35.2 percent, which ranks the country among the top ten countries in the world, according to the youth unemployment rate.[33]

Macedonia is ranked third in the world by unemployed youth in the World Bank's list, with 50.1 percent youth unemployment, referring to the International Labor Organization (ILO), 2017. Higher unemployment,has only South Africa, with a rate of 54.2 percent and Bosnia and Herzegovina with a rate of 67.5 percent. Greece has the largest youth unemployment (in the region)- 47.4 percent, in Serbia it's 33.7 percent, in Croatia - 29.4 percent, in Slovenia - 15.4 percent, and in Bulgaria - 15 percent. According to the definition , young unemployed are people aged 15-24, who are willing to work and who have taken activities to find work in the last four weeks. This data is considered very important in terms of how a generation starts, or doesn't start, it's working career. So, here we are not talking about young people who are in the educational system and who do not look for a job.[34]

According to the current research findings, young people have a rather pessimistic attitude towards employment. More specifically, in the Youth Study, 65 percent said they would find it difficult to find a job, and 6 percent said they would never find a job. Similarly, in the study of the Youth Trends in the Republic of Macedonia, 66.6% of young people consider that employment is difficult after the completion of education.

In the youth study, as the most important factors for getting a job, young people rank: first "links and friends", in the second place "political ties", in the third place "level of education", only then "professional skills". While the most important factors for accepting a job are ranked: first in the "salary", second place "safe workplace", third place "job satisfaction" and fourth place "working with people who they like ". Young people, in the first place prefer the public sector for their employment, and secondly - the private sector. Only a quarter of the respondents said they were ready to start their own business.[35]

It is important to emphasize that even with the reduction of unemployment, a huge problem in the region remains- that's youth unemployment and long-term job search and informal employment. The report notes that young people who are out of work for a long time are hardly involved in the labor market. They also face wage differences because they earn up to 20 percent less than those who have quickly found work.

It is very important to pay attention to the large number of obstacles for employment in order to reduce the current emigration from the region, especially among young, educated staff. To gain this outcome, further knowledge is needed. Countries in the region need to synchronize their emigration data and improve the registration and publication of migration statistics. Using high quality data that meets international standards for the composition of the workforce - both nationally and internationally - will provide an accurate analysis of the dynamics of the labor market in the region and will enable the design of policies that can simultaneously deal with the challenges of emigration and take advantage of the migration benefits.[36]

Better linking of secondary school students to the labor market, as well as previous student retention interventions, can improve employment opportunities. Policies, such as childcare, aged care facilities, flexible work contracts and more part-time jobs, will also promote the integration of women in the labor market.

1. CONSEQUENCES OF YOUTH UNEMPLOYMENT

The fact that young people fail to integrate into society through work has wider consequences, above all, on the future prosperity and development of countries. Youth unemployment, as well as their reaction in which they discourage and give up the search for work, or accept to work in inadequate working conditions, undoubtedly causes a loss for the economy, society and young people themselves. Unemployment of youth is inevitably linked and social exclusion, since the difficulty of finding a job creates a sense of vulnerability, marginalization and uselessness among young people. Especially if we have in mind that people realize their value through social roles in which they participate in society, and achieved career by work is one of the most important social roles. If young people in this delicate biological age, full of hope and excitement over expectations for the future, on the road to their (financial) independence realize that there are numerous barriers at the very entrance, it is very likely that it will cause frustration, stress and negative feelings for themselves and for the environment.

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[33]State Statistical Office

[34]Macedonia is on the third place in the world for youth unemployment; Slobodenpechat; VesnaDamchevska; https://www.slobodenpecat.mk › ...

[35]Ibid: Youth and employment: expectations vs. reality- ResPublica respublica.edu.mk › blog

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The results of the study on Unemployment of Young People in the Republic of Macedonia also point to more interesting findings. Thus, for example, young people largely chose the profession themselves, but every third or fourth young person made the decision jointly or under the influence of the parents. The choice of the profession, half of the respondents did before, during or after secondary education. Regarding what kind of work young people expect / prefer, it can be said that half of young people expect to be employed somewhere for salary, while others would like to start their own business. In the workplace, young people would most like to do things that involve working with other people, which they characterize as high social personalities, and the least they would like to do is involve physical effort.

2. ACTION PLANS AND MEASURES

For years, have been taken a lot of measures to reduce unemployment, especially among Youth People. We will mention some of them:

2.1. Practice as a support for the employment of young people aged up to 29 years.

The aim of this measure is to improve the perspectives for employment of young people, while taking into account the current needs of the labor market. The unemployed people will be included in a three-month internship program in order to gain first-time work experience in the field of their education, specific professional knowledge and skills for work. The expected outcome is the improvement of the prospects for employment of 1000 unemployed young people**.**

2.2. Training skills required in the labor market

The aim of this component is to train young unemployed people for the professional skills required in the labor market. The trainings will be conducted in a period of up to four months and will include theoretical and practical training. The expected result is 220 unemployed people. Advanced IT Skills Trainings are also part of the skills training required in the labor market. The aim is to enhance the IT skills of registered active young job seekers with appropriate education. IT training courses will be conducted in a period of up to six months. The expected result on the job skills trainings required in the labor market is to participate 220 unemployed young people.

2.3. Training for skills that are required in the labor market

The aim of this component is to train young unemployed people for the professional skills required in the labor market. The trainings will be conducted in a period of up to four months and will include theoretical and practical training. The expected result is 220 unemployed people. Advanced IT Skills Trainings are also part of the skills training required in the labor market. The aim is to enhance the IT skills of registered active young job seekers with appropriate education. IT training courses will be conducted in a period of up to six months. The expected result is to participate 220 unemployed youth people.

2.4.Training and counseling for entrepreneurship

The aim is to create new employment opportunities for the unemployed through training and counseling for entrepreneurship and business management. The participants will attend training and counseling for up to 45 hours, which will include theoretical part and counseling. The expected results are to train 950 unemployed people who are interested in starting their own business.

2.5.Training for skills for searching a job and preparedness

The purpose of this component is to prepare the jobless unemployed people with moderate or significant difficulties and to improve their job-seeking skills. The participant will attend two types of trainings (long, with a duration of 25 hours) and short (10 hours) depending on their belonging to the category. The expected result is training in skills for searching a job and readiness to involve 1,400 unemployed people[37]

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[37]World Bank: Unemployment among young people of 37.6% is key ...
Unemployment among young people is a key challenge for the region

The Youth Guarantee is a set of Government measures aimed at guaranteeing quality services offered to the youth in the direction of employment, continuing education, re-education, practice and training. As a model, the youth guarantee is first recorded in Finland and Scandinavia in the 80s and 90s of the last century. Throughout the years, different patterns of this model have been observed in different countries, according to the nature and different needs of the labor market. At the level of the European Union, the 2012 Youth Guarantee is part of the recommendations for increasing the employment of young people up to 25 years old, proposed by the European Commission, on a proposal from the European Council and the European Parliament, to member states.[38]

The Youth Guarantee means that in a certain period the state finances direct money for gross salaries of young people who have completed their education and are ready to train or get employed permanently. For the business community this will mean free preparation of staff, training of previously theoretically prepared young people, with the intention, if they really are worth it, to get permanent employment and to use their potential[39]

3. POTENTIAL SOLUTIONS AND CONCLUSIONS

It is very important to pay great attention to the future steps and possible solutions to reduce youth unemployment. It is of great importance to harmonize the supply of skills with the requirements of the labor market that could be achieved through the development of a comprehensive system for predicting the skills that will provide the necessary information for policy creation as well as for young people when choosing work; improving the relevance of education outcomes to labor market requirements; integrating curriculum guidance in school curricula and providing quality career counseling and guidance in key moments in the lives of young people.

In this regard, opening new jobs in the private sector is important. In order to stimulate it, we should be setting measures that include: access to quality employment services for enterprises involved in infrastructure development projects; expanding the existing system of tax incentives to promote the employment of young people; and expansion of business development services to increase the capacity of enterprises to access available funding opportunities

To facilitate the integration of young people into the workplace (by upgrading the EARM's physical, human and ICT resources, adapting the implementation mechanisms and budget funds to active labor market policies, developing dedicated service lines for young unemployed people, including the program: a youth start, and through the introduction of better services for employers, taking into account European practices, it is important to establish a strong partnership between the relevant institutions, the business sector, and it is very important for young people in Macedonia to be involved in the implementation of the Youth Guarantee in all its phases: in the planning, implementation and monitoring of the implementation of the measure. It is of paramount importance for the whole society, to reduce the brain drain and educational and qualitative people, and, to contribute to our society, it will be the most possible if the "links" and party booklets are eliminated, and to put on the highest pedestal quality, competence and skills. Only in that way, Macedonia will become better and more developed place to live in.

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YOUTH AND UNEMPLOYMENT
Idrizi Kaltrina[40]

ABSTRACT

Because of unemployment, which is highest in the region, and because of an insecure economy, society and politics that reigns in the country facing everyday reality, for young people is not a precious asset to them, but an opportunity to leave the country. Young people want to enjoy their youth, live their lives, and have fun, and other phenomena in their youthful lives. As young as they are, they have no problem, but everything must have the limit, even their entertainment. What for a teenager looks like spending time, in the future can be a very important part of his life. Education leads to a better future towards a job for which young people will be happy.It is very important for a young person or young person to find their problems in their own place rather than thinking of leaving abroad as the best option for a higher level of living.How to find employment solutions for young people is the right question for this phenomenon without solutions. Perhaps the answer lies in the creation of a program, even the government, political subjects during electoral campaigns, to have a positive effect, while employing employment policies feasible, and not flashy words in the electoral campaign, with slogans, say "we will open thousands of jobs for the youth", etc. We need to find the driving force of democratic processes to minimize the outbreak of youth hurricane through the world, and to determine in the governmental programs the legal employment of youth in their homeland.In the overcrowding of students ending unreality, the market has created the necessary spaces for professionals and specialists to respond to market demands. Therefore within 4 years it is intended by educational institutions that this increase will go up to 50%.

Keywords: Unemployment, Future,Economy,Society and politics

1. UNEMPLOYMENT

Momently, Over 80% of the unemployed in the country expect employment for more than a year. It is a number of 182,027 persons. But still more troubling is the fact that 62,000 of them are young people up to 29 years. These figures published by the State Statistical Office confirm that the state faces difficulties in alleviating unemployment among young people. An alarming figure of unemployment among young people in Macedonia. Last year's research by the Friedrich Ebertz Foundation on youth unemployment showed that 43% would agree to work whatever, while 38.7% would do so on condition of receiving a higher salary. One-third believe that they have completely misplaced the profession they have decided to get educated.
The unemployment rate among young people aged 15 to 24 was 48.2 percent.

1.1 Definition of unemployment and youth unemployment indicators

A person's labour force standing falls into one amongst 3 categories: employed, unemployed or economically inactive. Eurostat uses the International LabourOrganisation (ILO)'s definitions of employment and unemployment. The labour force, conjointly referred to as the active population, contains those employed or unemployed. The definitions apply to youngsters just as they do to the other age bracket.
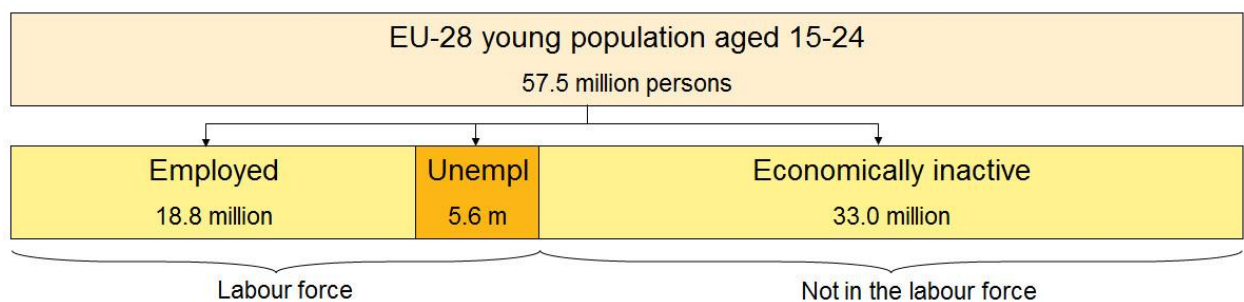

Figure 3 Population employed, unemployed and economically inactive, EU-28, age 15-24,
Total differs from sum of components because of small rounding effects.

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People are classified as being employed or unemployed regardless of whether or not they are in education or not. In different words, Eurostat unemployment statistics, in line with International Labour Organization standards, do not exclude students from unemployment simply because they're students. A similar criteria that apply to the remainder of the population conjointly apply to them. This implies that the actual fact that somebody is in education is irrelevant for his/her status relating to employment or unemployment. However, participation in education of the population as an entire has an indirect impact on youth unemployment indicators, as are going to be shown below.

The main indicator of youth unemployment is the youth unemployment percentage for the age bracket 15-24. This uses an equivalent standard definition like the unemployment percentage for the population of operating age. For a given age bracket, it's the {range | amount| quantity} of these jobless individuals divided by the whole number of individuals within the labour market (employed and unemployed). Within the EU-28 in 2012, there have been on the average 5.6 million jobless persons aged 15-24 and 24.4 million persons of that age bracket within the labour market, consistent with the EU labour force survey. This provides a youth unemployment percentage of 23.0 %.

Because not each young person is within the labour market, the youth unemployment percentage doesn't replicate the proportion of all young adults who are jobless. Youth unemployment rates are often misinterpreted in this sense. A twenty five bloom of youth unemployment percentage doesn't mean that '1 out of four young persons is unemployed'. This is often a typical misconception. Also, the youth unemployment rate could also be high although the amount of unemployed persons is restricted. This could be the case when the young labour force (i.e. the rate's denominator) is comparatively little. this is not a problem for the unemployment rate of the entire population of operating age because of the higher participation of that population within the labour market (43 to check out ages 15-24, compared to 85 to check out ages 25-54, 2012 EU-28 estimates).

Another indicator of youth unemployment revealed by Eurostat is the youth unemployment ratio. This has an equivalent dividend like the youth unemployment percentage, however the divisor is that the total population aged fifteen to twenty four. It therefore offers an unemployment-to-population measure. The scale of the youth labour market (i.e. the scale of the young labour force) doesn't trigger effects within the youth unemployment ratio, contrary to the unemployment rate.

In the EU-28 in 2012 there have been 57.5 million persons aged 15-24, of whom 5.6 million were discharged. This provides a youth unemployment ratio of 9.7 %. Figure 2 shows youth unemployment rates aboard youth unemployment ratios for 2012. Informations are based on the EU labour force survey.

The youth unemployment ratio is by definition continually smaller than the youth unemployment rate, usually less than half of it. This difference is entirely because of the various denominators.

	Unemployment rate 2012	Unemployment ratio 2012
EU-28	23.0	9.7
EA-17	23.1	9.6
Belgium	19.8	6.2
Bulgaria	28.1	8.5
Czech Republic	19.5	6.1
Denmark	14.1	9.1
Germany	8.1	4.1
Estonia	20.9	8.7
Ireland	30.4	12.3
Greece	55.3	16.1
Spain	53.2	20.6
France	24.6	9.0
Croatia	43.0	12.7
Italy	35.3	10.1
Cyprus	27.8	10.8
Latvia	28.4	11.4
Lithuania	26.4	7.7
Luxembourg	18.0	5.0
Hungary	28.1	7.3
Malta	14.2	7.2
Netherlands	9.5	6.6
Austria	8.7	5.2
Poland	26.5	8.9
Portugal	37.7	14.3
Romania	22.7	7.0
Slovenia	20.6	7.1
Slovakia	34.0	10.4
Finland	19.0	9.8
Sweden	23.7	12.4
United Kingdom	21.0	12.4
Iceland	13.6	10.2
Norway	8.6	4.8
Turkey	15.7	5.9

Figure 4Youth unemployment rates and ratios (%), 2012

1.2 Young persons' participation in the labour market

As explained above, unemployment rates and unemployment ratios differ as a result of the former embody within the divisor only the part of the population that's within the labour market. There's additionally a powerful link between labour market participation and status in education, which becomes significantly clear once staring at young people's situation at different ages. This section analyses this issue in additional detail.

At fifteen years, nearly 100% of the population within the EU continues to be at college. as the young get older, many get into the labour market, turning into employed or jobless, or stay outside the labour market. Not all youngsters make this transition at a similar age, thus there's a gradual rise within the range of the youngsters on the labour market. Figure 2 below shows the proportion of youngsters in education and/or on the labour market at annually more matured (data for EU-28, 2012). Those persons in education are color-coded in blue, and people not in education in pink. There's a steep rise in labour market participation, from some 5 to take a look at age fifteen to some 80 to take a look at twenty four. This steep increase explains the distinction between the youth unemployment rates and youth unemployment ratios, introduced within the previous section. This can be a particular feature of the young population and it's no equivalent at different ages, apart from the light decrease in labour participation by older employees as they retire. Figure 3 relies on EU labour force survey information. Figure 3 counts all people who state they have been in formal education or coaching throughout the previous four weeks as being in education, and doesn't embody those that participated solely in non-formal coaching sessions like attending a course, a seminar or taking personal lessons.
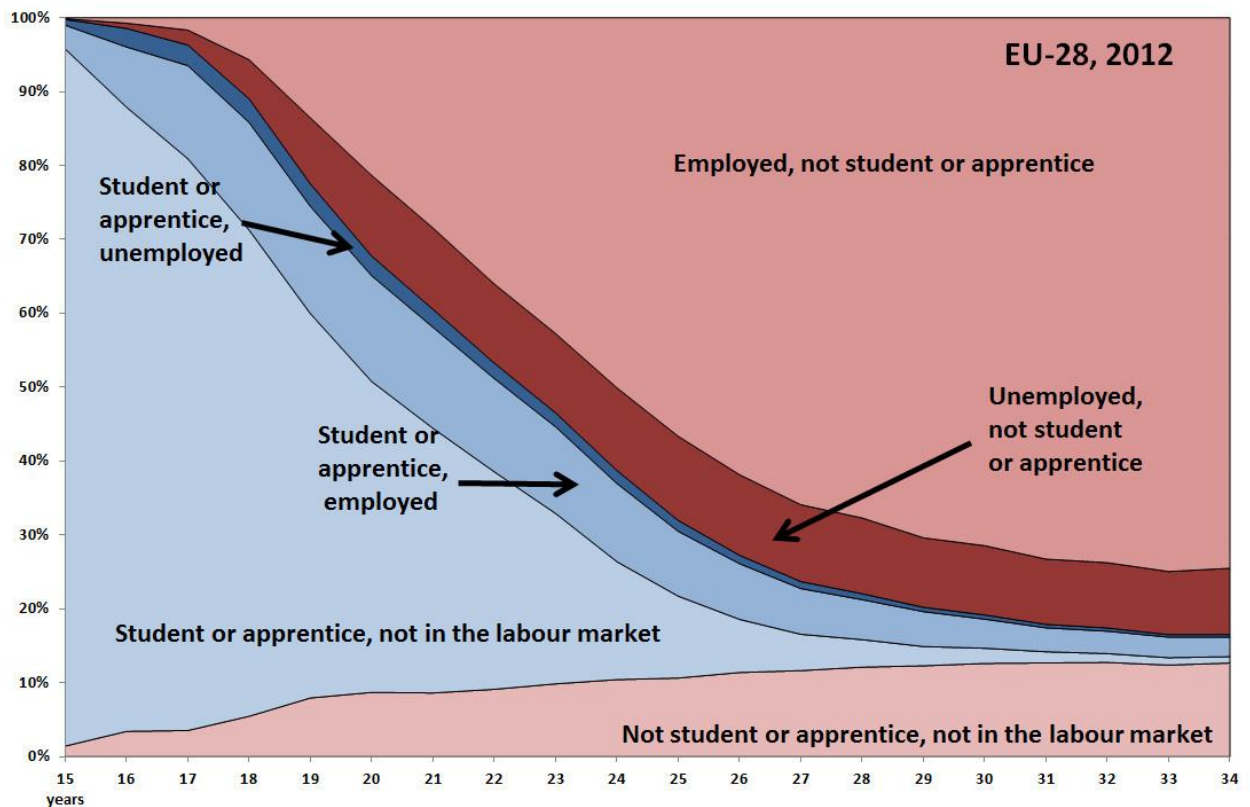
Figure 5Structure of youth population by education and labour market status, EU-28, 2012.

A second feature in Figure 2 is that a lot of youngsters join the labour market before they finish their studies or they participate in education while already on the labour market. This implies that individuals may be at the same time in education and on the labour market. (It is noted that participation within the labour market, in line with International Labor Organization definitions, happens by operating as little as one hour within the week, or looking and being out there for such work). Otherwise said, those in education and people on the labour market aren't always completely different teams, an overlap exists. The transition from education to the labour market isn't an easy switch of status however a fancy overlap of various things.

Figure 3 shows that the majority young unemployed aren't in education, but many are (respectively 4.3 million and 1.3 million persons aged 15-24, within the EU-28 in 2012). There are also several young employed while in education (6.7 million). As may be seen, there are a lot of young employed in education than young unemployed (whether in education or not).

Figure 4 below shows visually that teams are concerned within the calculation of the youth unemployment rate and youth unemployment ratio. It's a visible presentation of the definitions represented in Figure 3 above.
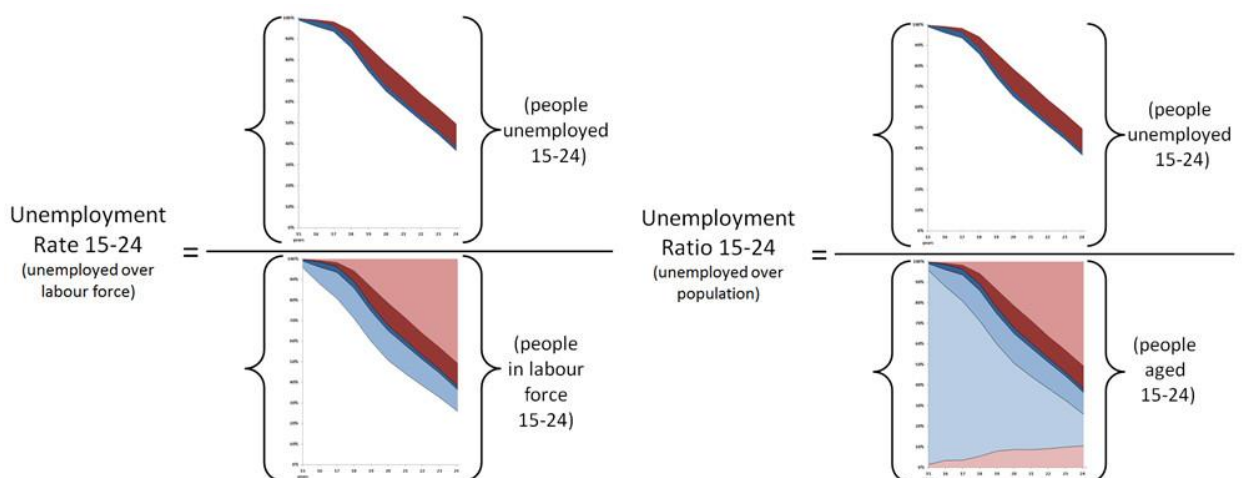
Figure 6Youth unemployment rates and ratios, comparison of the groups entering in the numerator and denominator of the calculation (same colour shading as in Figure 3; blue denotes persons in education and red persons not in education)

1.3 The causes of youth unemployment

The reasons for youth unemployment are fairly just like other causes of unemployment. They include:
1. Lack of qualifications. Youngsters with none skills are way more likely to be jobless (structural unemployment) to some extent, the service sector has offered a lot of unskilled jobs like bar work, grocery store checkout and waiters. However, the character of the labour market is that a lot of teens lack the required skills and coaching to impress employers.
2. Geographical unemployment. Youth unemployment is {typically | usually|commonly} targeted in certain areas – often inner cities wherever there's a cycle of low action and low expectations. For instance, the employment rate for 16-24 year-olds is merely 64th within the North East compared to a national average of 70th
3. Real Wage unemployment. You'll argue unemployment is caused by labour market rigidities and wages being higher than the equilibrium rate. Historically young employees are paid lower 'apprentice wages.
4. Lack of graduate jobs. Several teens leave faculty with a degree then again find graduate jobs are in short-supply. Some notice they'll be over-qualified for the work market they enter.
5. Cyclical unemployment. The largest explanation for unemployment within the UK is usually cyclical/demand-deficient unemployment. This can be unemployment caused by the falling output that happens throughout the recession. Throughout the 2008 recession, youth unemployment raised at a quicker rate than the particular unemployment rate. It's usually young employees who are more likely to experience unemployment; this can be as a result of with the smallest amount of experience they're the simplest to get rid of from the labour market. Also, corporations typically don't sack staff, however they do stop taking on new (young) staff.
6. Frictional unemployment. College leavers may take time to search out the proper work.
7. Cultural/social factors. Youth state is usually highest amongst underprivileged areas wherever there's pessimism over job prospects. Youth unemployment is commonly higher among folks that have a history of broken families, drug use or criminal record. Youth unemployment is additionally higher amongst ethnic group
8. Underground economy. Official unemployment might occur in areas wherever there's a thriving sector. I.e. there are unofficial jobs for individuals to take. These jobs could also be prohibited like dealing in soft drugs. However, it's hard to establish the extent of those unofficial jobs and it's simple to create sweeping generalizations regarding underprivileged areas.
9. Hysteresis. Hysteresis is the concept that past unemployment trends are probably to cause future unemployment. If teens have been jobless within the past, it becomes more and more tough to urge a job. This can be as a result of:
   • Lack of jobs might cause young staff to become demotivated
   • A lack of past employment might cause corporations to be unwilling to hire in the first place.
Unemployment means that staff don't have the chance to learn skills and on the work training.

1.4 Unemployment in a global perspective

The problem of rising unemployment during and after the Great Recession has a global character, as confirmed by data from the Organization for Economic Co-operation and Development (OECD). The OECD's report "Society at a Glance 2011 – OECD Social Indicators" shows that unemployment rates overall have increased across the globe. Despite a few exceptions to this global trend (Germany for example has shown falling unemployment rates despite the recession), the majority of the countries exhibited an increasing trend.
Certainly the United States unemployment statistics have recently been dismal:

Figure 7 Historical US Unemployment Rate.

At the peak of the recession, the United States not only took the largest hit over its recorded history since the 1940's, with an upward jump of 3.5 points in the year to year unemployment rate between 2008 and 2009, but also reached a 9.8 level unprecedented for the last 30 years.

When compared with other OECD countries, the US unemployment rate does not seem as dramatic as it looks when we concentrate only on the domestic statistics. For instance, Spain had high rates even before entering the crisis. The recession created a current unemployment rate that is so high that more than one fifth of the Spanish labor force is vacant.

The following chart helps to put the US unemployment rate in perspective with respect to some other OECD countries. Hopefully the US unemployment (black line) can return to unemployment levels below the average unemployment rate for all the OECD countries (orange line):
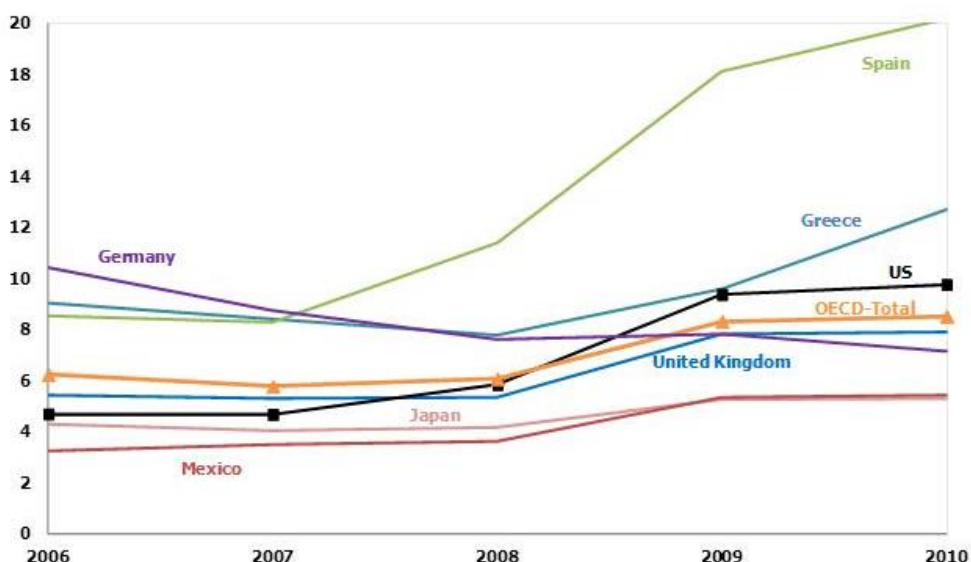
Figure 8 The United States unemployment rate in comparison with other OECD countries 2006-2010

1.5 Macedonia Unemployment Rate

The unemployment rate in Macedonia reduced to 21.6 % within the first quarter of 2018 from 22.9 % within the same period of the previous year. It had been all-time low unemployed rate since the series began in 1993, because the number of jobless people fell by 11.2 thousand to 206.7 thousand and also the range of employed rose by 15.8 thousand to 749.9 thousand. Also, the labour force participation rate raised to 56.9 % from 56.7 % last year. Within the last quarter of 2017, the unemployed rate was higher at 21.9 percent. Unemployment rate in Macedonia averaged 31.19 % from 1993 till 2018, reaching an incomparable high of 38.70 % within the first quarter of 2005 and a record low of 21.60 % within the first quarter of 2018.

Figure 9 Macedonia Unemployment Rate.

Dealing with youth unemployment

The high youth unemployment rate, age of 15 to 25 (62.6 % according to LFS) in 2005 is unfavorable indicator and the employment policy puts a priority on this specific group. In order to settle these situations, the Government should implement the following: − Skill needs analysis and improving the educational and training system according to the labour market needs, − Better matching between the education and training and the employers' needs for adequately qualified employees, − Voluntary practice for students and pupils (over 15 years) on the labour market during their education, summer break, or as a part of the practice in the educational programme, − Employment of the trainees; and − Combating long-term youth unemployment (new start – training of all young unemployed before they reach 6 months of unemployment).

Preventing the long-term unemployment and encouraging the employment of long-term unemployed

In 2005, the share of long-term unemployed (unemployed longer than 1 year) was 32.3% of the total workforce. This condition imposes the question of long-term unemployed as an important Government's duty, which measures should be directed towards implementation of: − Preventive and proactive approach (as few people as possible to become long-term unemployed), − Active labour market measures and stimulating and supportive measures for this particular target group.

1.6 Macedonia Labour

Macedonia labour	Last	Previous	Highest	Lowest	Unit
Unemployment rate	21.60	21.90	38.70	21.60	percent
Employed persons	749892.00	745206.00	749892.00	498867.00	
Unemployed persons	206748.00	208486.00	330724.00	206748.00	
Wages	35983.00	35117.00	35983.00	20029.00	

Population	2.08	2.07	2.10	1.38	Million
Wage growth	1.00	1.80	18.60	-5.60	percent
Job vacanies	8331.00	6534.00	8331.00	4604.00	

1.7 Youth Unemployment

Macedonia - Youth unemployment

As we see the unemployment problem in Macedonia has always been in a high percentage wether in youth or other people but the most high percentage has been from 2003 to 2005 and by then it has had ups and downs and in 2017 has been going down by getting better in employing people and making the country more good reflectable to other countries.

In The end the only solution is People in Macedonia should protest for their rights and for their years that are wasting in the schools/universities by finishing them and not getting a job,if the political issues will be gone the country would be better and the Unemployment statistics will go down. The YOUTH should be the future of our country,and by saying the future,not leaving Macedonia and working abroad,but staying here and fighting for their rights their job their family and their everything.Education leads to a better future towards a job for which young people will be happy.It is very important for a young person or young person to find their problems in their own place rather than thinking of leaving abroad as the best option for a higher level of living.. We need to find the driving force of democratic processes to minimize the outbreak of youth hurricane through the world, and to determine in the governmental programs the legal employment of youth in their homeland.In the overcrowding of students ending unreality, the market has created the necessary spaces for professionals and specialists to respond to market demands.For a better life in Macedonia,we should fight against corruption and make this country like it should be.

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"Investing in Youth for a Sustainable Future"

Stream: **International Relations**

BRAIN DRAIN VS BRAIN GAIN

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ABSTRACT

Migration is a human phenomenon and people are constantly on the move in search for new opportunities and adventures and of late one of the peculiarities of migratory movements especially from developing countries in Africa, Latin America and Asia is the migration of skilled humanresources especially trained intellectuals, the Academia as well as Medical personnel's from developing countries to the developed countries of the United states, The United Kingdom as well as Japan popularly referred to as brain drain. By the year 2000 an estimated 175 million people representing about 35% of the world's population was essentially composed of people living outside their native lands or countries of birth. Many factors could be advanced to justify brain drain such as the search for new opportunities, the desire to pursue higher education, the necessity to improve one's standard of living and working conditions and also for adventurous purposes. Opponents against the brain drain phenomenon particularly in Africa argue that the phenomenon of young people constantly on the move to Europe, America and Asia impedes development and growth in the continent and one of the greatest factors for Africa's underdevelopment dating as far back as the slave trade era. As the contributions of these skilled minds to the economic development in different sectors of the economy is lost and governments also suffers as the money spent in training this young people throughout their education is lost as governments don't rip the benefits of this education and training. While brain drain is given a negative connotation in the countries of departure, the main destination countries of these intellectuals and trained minds see it as brain gain particularly in Europe Which has an ageing Population and the US. For these governments or countries they gain cheap labor for which they did not incur any costs in the training of these human resources, also they gain in terms of new skills and expertise gained from this educated brains and this is more palpable in the contributions of foreign expatriates to the economies of these countries like the US where according to a recent publication by the Department of state 40% Of immigrants to the US have a college degree and countries like the United Arab Emirates that depend largely on foreign expatriates so our main goal in this paper is to try to bring out ways in which governments can tap in the expertise of their foreign intellectuals making brain drain gainful.

Key words: Migration, Brain drain, Brain gain, Countries of departure, Countries of destination

INTRODUCTION

Migration which is a term as old as human kind and dates far back to the early man or prehistoric times and in the present decade is causing shock waves across countries, regions and continents of the world owing to the concerns associated with it such as humanitarian concerns, security and the risks involved in taking certain migratory routes is motivated by a multiplicity of factors which can be considered push or pull factors ranging from wars, natural disasters, political instability and the desire to search for a better life is on the lips of everyone and causing headlines across the world from the America's passing through the Asia-Pacific region , Europe the Middle East and Africa.

In this present decade migration has taken a swift shift where the 'The Elite class' , 'The brightest minds' ' the intelligentsia and skilled workforce of most countries mainly the developing nations of Africa, Latin America , the middle East and Asia and isolated cases in Eastern Europe and the Balkans are migrating to Western Europe, The United states and Japan known as Brain drain as it involves the movement of not just ordinary people but skilled human resources or brains and while the developing nations as points for departure are loosing in terms of the exodus of 'brains ' leaving their nations on a daily basis for 'Europe and the United States is a gain for these developed nations as destination countries of these 'fine minds ' owing to the contributions of these individuals to the economic threshold of these nations and owing to the fact that these destination countries have inquired nothing in education and training to have these brains or skilled workforce

in their nations while developing nations who concentrate a huge chunk of their national budget on Education and training are on the losing end of the spectrum since they can rip the benefits of their intellectuals. Certain facts and figures speak of the alarming nature of the brain drain phenomenon using the United states and Germany as main destination countries. According to a recent study carried out by the Washington post the US in 2014 attracted the highest number of skilled immigrants 47 million immigrants which is 14.4% of the US Population [Andrew 2018] and a 2008 research survey carried out by the Harvard Business School, skilled immigrants make up half of all 'Engineers and scientists in the United states' thanks to amongst many other things the H-1B Visa that is targeted at bringing skilled intellectuals and technicians the United states on a rolling basis and the DV-lottery program. The situation in Germany is not different as 'The Economic Powerhouse of Europe' owing to its ageing population Germany is in need of engineers and scientists to man its ever increasing manufacturing industrial base and as such the German Educational system is targeted to attract skilled engineers and scientists as seen through the 'STUDENT VISUM POLICY' and incentives by the German government to attract skilled immigrants. According to a study carried out by DAAD entitled ''Open Minded Academia 2015'' in conjunction with the German Federal Ministry of Education and Research BMBF as of 2014 they are about 301.350 international students enrolled in German universities and of this number 58.465 are enrolled in the engineering and sciences disciplines attracted by the growing need of German companies for trained engineers and scientists since to corroborate this view the DIHK surveyed that Germany is in need of 400000 skilled migrants annually and of present they are about 10 million migrants in Germany representing Europe, Asia, the middle east and Africa representing about 10% of the German population .

In the course of this research work Cameroon in particular and Africa in general will be considered as departure points for brains while Germany and the United states will be considered destination or brain gain countries and finally our main focus in this research is how brain drain to Europe and the US could be gain for both countries of departure of 'the intellectuals and countries of destination.

1. MOTIVATING FACTORS FOR BRAIN DRAIN AND ARGUMENTS FOR AND AGAINST BRAIN DRAIN

In the first sub-section of our work we shall be looking at motivating factors of brain drain amongst Cameroonians and Africans to the US and GERMANY and later look at the doctrinal arguments in favor of and against brain drain.

1.1 Motivating factors for brain drain

Africa is a region rich because of the diversity of its people's and their cultures and the continent is blessed with abundant 'human and natural resources' but the continent's potentials which many years after independence has hardly been harnessed so Africa and Cameroon owing to Corruption, instability, bad governance and misappropriation of state resources in favor of the elite class against the masses lingers in misery and poverty and the youths popularly referred to 'as leaders of tomorrow ' after going through the process of acquiring quality education on the behest of their parents scarce resources at the end of their education and training find it difficult to find 'good quality jobs ' to match their education and training and even those who struggle to earn a job after vigorous years of training and endurance such as engineers which are trained for a period of 5 years after high school, medical doctors who undergo training for seven years or even teachers and nurses end up been paid low wages at the end of their trainings which they can 'hardly make ends meet '. So in this light motivated by the quality working conditions in Europe and the US, higher wages hourly, social benefits and possibilities to pursue higher education and acquire new trainings and skills most African and Cameroonian doctors, engineers, nurses and even the Academia as well as lay graduates to 'everything possible' to migrate to Europe via legal means through applying for a student Visum or H-1B visa to either Germany or the united states or illegal through illegal crossing to Europe via the Mediterranean route and over stays of visit visas in the US just to live their dreams and have a better life for themselves and for family. even though statistics from the WHO shows that DOCTOR- patient ratio in developing countries like Africa is too low as in certain cases 1:10000 that is one doctor for 10000 patients still yet everyday doctors are leaving Africa the Academia same where the continent lacks trained teachers owing to the brain drain phenomenon which has adverse repercussions on the continent's growth and development[Beine et al 2001].

1.1.1 Arguments in favour of brain drain

There is currently a debate amongst the academia and academic thinkers if Brain drain is good or disastrous for the countries of origins of the 'the brains ' but whatever the case and arguments may be, brain drain is good for three important aspects;

-       Human Capital development
-       Financial remittances
-       Tool for the boaster of Economic activities.

One of the legacies of brain in most countries around the globe which accounts for its popularity and its increasing appeal its is role in human capital development and the training of minds which is vital and indispensable for any meaningful social and economic development. Africa and Cameroon in particular is lacking with regards to our educational system as our educational system is largely focused on general education where emphasis is laid on the acquisition of theoretical knowledge where learners are not taught to be imaginative, creative and inventive and vocational training and technical education is relegated to the background as such our educational system ends up producing 'job seekers ' owing to theoretical knowledge and not job creators since they lack the know how and 'savoir-faire ' but on the contrary the Educational systems of developed countries like Germany and the US is targeted towards the needs of the job market that is not just training for training sake but training geared towards skill acquisition in conformity to the exigencies of the labor market so most Africans and Cameroonians in a bid to acquire 'specialist skills and expertise' increasingly on demand in a very competitive and demanding labor market both nationally and internationally travel to these nations in a bid to tap in into the world of skills and expertise offered by world class European and American educational systems and thanks to hard work and excellence at the end of their trainings in the different universities and Hochschulesin the US and Germany respectively this 'bright minds' land high paying jobs in different multinationals from AERONAUTICS engineers in BOEING and AIRBUS, motor mechanics engineers for VOLKSWAGEN to petrochemical engineers in EXXON MOBIL, SHELL and Specialist medical professional thanks to brain drain.

Another argument in favor of brain drain which is popularly nowadays and referred to in certain African countries like Cameroon as "Bush-faller money'' is the role in brain drain as a tool for financial remittances or cash flow or transfer from Europe and the US to developing nations particularly Africa and Cameroon. The diaspora especially the African diaspora in the US and Europe are very diverse, rich and successful and occupy top management posts in Many giant multinationals and even top political posts and to give back to the 'continent who made them what they are' send money through cash transfers to relatives and family members and create associations and send money for the funding of projects of general interest in their respective countries such as the 'The DYNAMIC WOMEN OF IRELAND', 'MECA USA'. According to a recent report by the world bank followed a survey conducted in Africa, Europe and the US to investigate the effects of foreign financial remittances by the Africa diaspora on the continent it was revealed that the amount of financial remittances of the African diaspora through cash transfers to the continent reached an estimated 32.5 billion dollars in 2015 alone .

Lastly brain drain is good or helpful as it is considered as a boaster to economic activities as thanks to financial remittances from the diaspora and also the shipment of second hand goods from Europe , America to Africa economic activities like the sale of second hand goods like cars popular in Nigeria, Benin and Cameroon which employs many people and affordable to household is boasted and even the activities of money transfer companies such as WESTERN UNION, MONEY GRAM, RIA MONEY is given a huge boost.

1.1.2 Arguments against brain drain

Critics and opponents against brain drain see it as 'a necessary evil 'which needs to be stopped or controlled owing to its negative repercussions on development and growth, social welfare of citizens and its effects on the educational system. One of the pre-conditions for any meaningful socio-economic development is to have trained human resources and personnel's armed with skills, expertise and competence to man the different development initiatives and endeavors and in this developing nations especially countries in Africa are greatly lacking in this owing to the nature of the prevailing socio-economic conditions and macro-economic environment .human capital development was the key to the rapid growth and development in the South-East Asian Region amongst the 'ASIAN TIGERS' of South Korea, Taiwan, Hong-Kong and Singapore but Africa is still lagging behind as far as skilled human resources vital for any substantial development is concerned and even the few trained and skilled human resources trained in our universities , medical schools and polytechnics thanks to brain drain leave the continent for Europe and America in search for greener pastures. Also brain drain has a negative impact on the social welfare of citizens as education and healthcare which are vital and indispensable ingredients for meaningful social development are threatened as governments use state resources to build and equip schools but they are no teachers to teach 'the leaders of

tomorrow' as teachers abandon the classroom owing to poor wages and deplorable working conditions to travel to the US and Europe in search for better life. infant and maternal mortality is on the rise on the continent as women are in labor but no medical personnel to come to that aid and even if aid arrives its largely insufficient owing to the fact that most medical personnel's on the continent are not well trained and the birth rate in the continent keeps increasing on a daily basis putting pressure on the existing health infrastructure and personnel's for example in a country like Nigeria on average 10000 babies are born each day and the health staff inadequate owing to many factors like brain drain.

Lastly education which is the most important gifts one can have and vital for development owing to brain drain our educational systems are been threatened as we are losing our 'teachers', 'professors', and 'researchers ' to Europe and the US where they could have been vital assets in the amphitheaters and lecture halls in the continent but owing to brain exodus they are absent and generations of young people are left to suffer and fend for themselves since they are no teachers.

2. THE BRAIN DRAIN – BRAIN GAIN NEXUS

While the movements of brains is considered 'drain' owing to the loss of state resources in education and training of 'the brains for the countries of departure like Cameroon on the contrary it is a gain for the countries of destination like Germany and the US whereby they 'gain' from the skills and expertise of 'fine brains for which they in cured no cost in the training of these bright minds.

2.1 Arguments for brain gain

Authors in the doctrine who are In favor of the notion of brain gain argue that is not the fault of developed countries of the west who year in year round keep on attracting 'the finest minds and brains' across the globe at the detriment of developing nations that is the prevailing socio-economic conditions which are in favor of massive exodus of brains from the south to the north such as;
-World class educational system which is top class and affordable home to the best universities in the world in close proximity with companies increasing the chances of the employability of graduates after their training.
- A stable macro-economic environment owing to low levels of unemployment, inflation, high levels of investment and a strong currency which is attractive to skilled workers.
- A Healthy social climate with rising standards of living, high wages , effective welfare systems .
-brain gain is good because of the facilities put in place by developed countries like America and Germany to facilitate the movement of skilled workers and brains from the developing nations like Cameroon to the US and Germany such as visa facilitation and exemption for scholars, scientists and engineers, scholarships and skilled lottery programs all in the bid to attract ' the best minds in their countries'.

2.2 Arguments against brain gain

Even though brain gain is seen as a tool to boost the labor market of developed nations as it assures a ready and constant supply of skilled human resources to satisfy the needs of industries in the developed world and government try much as possible as official policy in certain cases to 'charm the best minds ' into their countries, brain gain is not often welcomed and criticized as it leads to inequality, threat to job security in destination countries and in certain cases raises identity and integration concerns in countries of destination.
As a tool for the promotion of inequality brain gain is seen as the driving force accounting for the global inequality in the distribution of skilled labor or workforce world wide. thanks to the exodus of brains from the south to the north, the north is assured of a steady supply of skilled man power while the south loses in this regard no wonder most development projects like the construction of giant infrastructures in African countries is still be handled by foreign expatriates since the continent is lacking in this regard.
Also as migrants move to EUROPE and the US in search for jobs it raises concerns in these nations as per job security a vivid illustration is the migration of skilled workers from Eastern Europe like Romania and Bulgaria to the UK which to much Brits Romanians and Bulgarians take away British jobs since owing to their poor economy and currency British employers offer to employ them at the detriment of british citizens because they can be willing to work at a lesser wage than brits and this was one of the consideration of UKIP for the brexit vote.
Lastly the exodus of skilled migrants from developing nations to EUROPE and the US raises identity concerns as to cultural identity, language and values and in many cases such as the US the influx of Mexican migrants is seen as a threat to American values owing to the suspicion of Mexicans as "drug addicts'' and in Europe

particularly Germany the migration of skilled workers from the middle east is seen as a threat to the Christian identity in these countries and also their cultural values so brain gain is resisted.

3. HOW BRAIN DRAIN CAN BE GAIN FOR COUNTRIES OF ORIGIN AND COUNTRIES OF DESTINATION OF BRAINS

Our main goal in this section is try to bring out ways in which governments can tap in the expertise of their foreign intellectuals making brain drain gainful to do this three things are envisaged in this section; brain circulation, institutional reforms and the necessity to create an enabling investment climate for the diaspora.

3.1 Brain circulation

Brain circulation refers to the temporal movement of workers , scholars from one country to another where to travel to these countries and acquire skills and knowledge and after that return to their home countries and put the skills and knowledge acquired abroad for the service of their nations.

3.1.1 The European and the African experience of brain circulation

In the European continent in a bid to address the issues of brain drain especially amongst students and scholars from Europe to the united states and in a bid to facilitate the transfer of skills and expertise from the European diaspora to their countries of origin the European commission and individual states have come up with initiatives such as ERASMUS, AFRICAN MUNDUS, DAAD as well as GLAD. In bid to facilitate cultural exchanges amongst European students and facilitate the learning of skills from one country to another, in June 1987 the European commission proposed Erasmus which is as mobility scheme amongst European students and universities where students in one European country have the opportunity to study and learn in other European countries and even do internships thereby acquiring skills and expertise from different countries and cultures and bringing these skills to serve their countries of origin making brain exodus gain. Also the Europe also come up with the AFRICAN MUNDUS program aimed at facilitating exchanges between African scholars and intellectuals who have excelled in EUROPE to come to the continent on exchange tours and share their skills and knowledge acquired in Europe with their brothers in Africa in this light brain drain is gain .
Also GLAD the global coalition of africans in the diaspora through individual efforts facilitate the exchange of African researchers, entrepreneurs from Europe to africa sto pass on the skills and knowledge acquired in europe to benefit their brothers in africa. Also the GIZ and the german academic exchange service DAAD help to give scholarships to intelligent African students to study in EURope in areas where the continent is lacking in expertise and after that return to their countries and use the skills and knowledge acquired in germany at the service of the local community for local develofpment.
On the African continent in pursuance to the continent's development needs and to make   Africa a developed continent by 2063 the AU comission proposed the creastion of the pan-african university which began in 2008 where africasn students from around the continent will travel to other african countries to study and acquire skills and expertise in certain domains vital for their nations development on An AU SCHOLARSHIP and return to their countries to put the skills and knowledge acquired to save their nation's development interest.they are presently four campuses in kenya, nigeria, cameroon and Algeria.

3.1.2 Institutional reforms

These reforms are geared towards targating the participation of the diaspora in the happenings of their home countries and reforms to the educational systems. One of the reasons that accounts for the lack of interest or involvement of the diaspora in the affairs of their home countries is the absence of the instituitional and legal framework neccessary to make the diaspora play an activw role in their home countries amongst these reforms are the need for the diaspora to participate in the political life of their home countries through having a say in elections and referanda operations and the creation of a special ministry for diaspora affairs. this was one of the recommendation of the cameroon diaspora forum held in 2017.cameroon has taken certain steps in this regard even though much needs to done as per law no 2012/001 of April 2012 on the Electoral code instituited the vote of the diaspora in presidential elections and a recent precedential decree which re-organises the foreign affairs ministry MINREX created a special directorate on diaspora affairs but on double nationality the state is yet to come up with appropriate legislation to amend the 1969 nationality code which does not recognise the existence of double nationality but a single cameroonian nationality. Also our educational

systems need reforms geared not to the training ' OF JOB SEEKERS' as the case is now but to lay emphasis on skill acquisition skills and research.

3.1.3 The necessity and enabling investment climate for the diaspora

The african diaspora is rich and is skilled and competent and wishes to transfer these skills to africa through investment in valuable development projects but to attract this investments governments must amongst other things
-Reduce administrative bottle necks and hurdles involved in the creation of enterprises.
-adopt favorable fiscal and custom incentives.
-ensure the rule of law to guarantee the protection of investments and the guarantee of propriety rights.
-Good governance and measures to fight corruption should be stepped up.
All these recommendations if implemented will spur Diaspora investment and create brain drain again.

CONCLUSION

Migration no matter the form can't be stopped but can be controlled and as intellectuals move to other countries to acquire skills and competence in the US and EUROPE they should develop the entrepreneurial mindset not only to travel abroad and acquire skills to be job seekers but job creators and programs such as the obama foundation YALI Program, TEF entrepreneurial program are hall malk references to this and as Macedonia prepares to acquire EU MEMBERSHIP she should use the free labor movement rights in EUROPE to acquire skills to boost job creation in the nation.

LIST OF ACRONOMYS AND ABBREVIATIONS

-AU: AFRICAN UNION
-BMBF: GERMAN FEDERAL MINISTRY OF EDUCATION AND RESEARCH
-DAAD: GERMAN ACADEMIC EXCHANGE SERVICE
-ERASMUS: EUROPEAN COMMUNITY ACTION SCHEME FOR THE MOBILITY OF UINVERSITY STUDENTS
-EU: EUROPEAN UNION
-GIZ : GERMAN AGENCY FOR INTERNATIONAL DEVELOPMENT
-MECA: MANYU ELEMENTS CULTURAL ASSOCIATION USA
-PAU :PAN AFRICAN UNIVERSITY
-TEF :TONY ELEMELU FOUNDATION
-YALI : YOUNG AFRICAN LEADERS INITIATIVE

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YOUTH ENGAGEMENT IN NATO'S REDEFINITION OF RELEVANCE: CHANGING THE NARRATIVE ON SECURITY FROM THREATH TO OPPORTUNITY

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ABSTRACT

In recent years the North Atlantic Treaty Association (NATO) has suffered from a decline in popularity due to the questioning of its relevance, especially for the effectiveness of its grip on the new generations. Some scholars argue that the American involvement in European affairs is no longer felt and the Alliance has failed in providing a comprehensive and inclusive narrative targeted at young people. The previous generations have put their certainties on the principle of NATO's solidarity and unity against the backdrop of the Cold War while the post-9/11 young generations and Millennials have experienced a growing mistrust towards the breadth of its activities. While in the post-communist era NATO's role has been instrumental in re-establishing relations between the military and civil sphere of society, today, as a result of new security threats, the Alliance has lost its cohesive and bridge-building approach, especially in young people's perception. Young associations are working both at a national and local level to disseminate the importance of NATO's solidarity by sharing guidance and information with their members through community of practice. Through engagement and discussions they further promote participants' mutual understanding, enhancing their ability to think, plan and communicate while running the gamut of the security threats. The findings and outcomes behind this study are based on the review of the existing literature on inclusivity in youth commitment to security, participation in symposia and simulations in addition to direct involvement in youth-oriented organizations such as the Youth Atlantic Treaty Association (YATA) and Women in International Security (WIIS). Can a generation that has inherited a vague concept of the NATO's agreement reconceptualize NATO's political discourse by overcoming the logic of an institution founded on militarism? The aim of the research is to explore youth engagement in promoting NATO values, evaluate its impact in redefining NATO's security narrative and draw inferences for the challenges and opportunities that the Alliance will face beyond the mere military scenarios.

Key words: NATO, Alliance's solidarity, youth associations, community of practice, YATA, WIIS, security narrative

INTRODUCTION

The North Atlantic Treaty Association (NATO) was founded on April 4, 1949, as a defensive alliance, designed to deter Soviet expansionism through the use of military force. The mission of NATO was clearly outlined at its inception and was aimed at countering the Soviet military power and preserving the status quo of Europe in line with Article 5 which states that "an armed attack against one or more of them… shall be considered an attack against them all". Therefore, for the generations who grew up during the Cold War, the prospect of a crisis without a defensive bulwark became inconceivable as well as the need for continuity against wars. The idea of NATO as an organization providing a bureaucratic management of affairs together with the United States' charismatic leadership took hold of the collective imagination. The role and responsibility assumed by the organization were also aimed at keeping the interest of the U.S. high towards Europe which completely lacked a strategic culture. The six decades after World War II were a comfortable period, the multilateral system flourished, the economy was on the rise and the common enemy was Russia. This resulted in the consolidation of the Euro-Atlantic relations. But once the Warsaw Pact and the Soviet Union were dismantled, the Cold War was over and the Alliance restored good relationship with its former enemies, what did justify its existence? Today a sense of skepticism is spreading about the long-term future of U.S. involvement in the Western stability of the Alliance. There are some people who support an active U.S. international security role but view NATO as an obsolete obstacle to building a more flexible alliance structure. There are those who, regardless of the party they belong to, be either Right or Left, argue that the U.S. should disengage from the obligation and global responsibilities since NATO constrains U.S. international freedom of activity. Some scholars argue that the historical and cultural legacy that nurtured the Western civilization have been left to atrophy. There is also a new generation for whom the old transatlantic ties are simply less significant. This is the case of Western Europe, where the elites see nothing particularly

valuable in their cultural heritage and this make them unreliable partners to the United States. How can a Western alliance be maintained when less remain of the Western common values and there is a civilizational vacuum?

2. OBJECTIVE AND SIGNIFICANCE

An important contribution of this work is to demonstrate the ways in which young people and women 's lives shape and are shaped by social participation in NATO's activities including recognition of the ways in which they engage in the security debate. This is about distinguish the centrality of their commitment to security as active agents involved in social and political groups rather than passive consumers of security. The analytical argument is that by collective actions, communities of practice, that is like-minded groups of practitioners who are bound by a shared interest in learning and applying a common practice, the static nature of the security narrative can be reversed form negative to positive. This argument is supported by the analysis of the successful expansion of security-community identities from a core of NATO states to Central and Eastern European countries during the 1990s, which was facilitated by a cooperative-security community of practice. The work draws upon extensive research conducted to develop a comprehensive picture of how young people and women's organizing relates to the broader national and international debate. My research has been inspired by inclusivity, human security as well as gender security literature. International organizations as a product of the interdependence of nations need the support of the greatest asset of any nation: young people. This means to recognize that the discourse about security should cross the boundaries of reaching few elites to communicate with the masses for a long-term and meaningful impact on the security landscape. In contemporary international scene the dominant discourse emphasizes the 'youth crisis' and young people are often represented as a standardized group of confuse and apolitical individuals. This is partly due to the fact that they are "the only one born this century to grow up personifying not the advance, but the decline of their society's greatness" (Holtz, 1995). Some scholars maintain that in 1990 had the elites understood that NATO was no longer an anti-Soviet bloc but the security alliance of Western civilization huge changes would have been made after the Cold War. Today NATO should rely on young people and their multiplier effect to give new impetus to intergenerational dialogue and the so-called Millennials are the generation eligible to take up the challenges of the future.

3. RESEARCH QUESTIONS

The research will discuss the following questions:

- R.Q. 1: Is it possible that a generation of youngsters, judged apathetic and disinterested, can redefine the essence of NATO's security discourse?
- R.Q. 2: How can women-led associations help NATO regaining reputation and credibility facing the gap in gender balancing?

4. BACKGROUND: AN OVERVIEW OF THE TRANSATLANTIC BOND

The forefathers of the United States, George Washington and Thomas Jefferson, highlighted the defects of "permanent" and "entangling" alliances which risked to jeopardize national security. In recent times, Glenn Snyder points out that "alliances have no meaning apart from the adversary threat to which they are a response. Other features of alliances include the ability to serve as power concentrations in the international system, legitimize sovereignty of members, unite states with common goals." (1997). However, in the midst of the crisis of international institutions in today's multilateral system, NATO is subject to greater public scrutiny about its effectiveness and influence on new generations. Some people frequently accuse the organization of being a resourceful product of the 20th century unsuitable to handle the challenges of the 21st. The feeling of disaffection towards its productivity and adaptability is felt mainly by young people. They complain about a lack of involvement in both national and international issues that affect them directly and an imbalance of the

debate on politics and security in favour of the older generations. Many people raise the fateful question: why do we need the NATO's guarantee? Guarantee against whom?.

Today the Alliance is accused of having lost its convictions that problems must be resolved in "togheterness and unity". (Tepić, 2012). The military and political institution is no longer perceived as the unassailable stronghold of the transatlantic relationship, but an organization far removed from the daily life of citizens. NATO has always embodied successes and failures of the Euro-Atlantic relationship, oscillating between activism and detachment. And yet, the U.S. have always chosen to endorse NATO as the highest expression of multilateral cooperation for security. Confidence in the full potential of the transatlantic cooperation was at its highest during the early years of the Atlantic bargain. When NATO was created the Americans conceived the alliance as a burst of psychological energy for a Western Europe which was politically terrorized and economically destroyed. The dominant paradigm underpinning transatlantic relations has traditionally been rooted in American domestic politics and economics rather than in Europe's interests. In fact, during the post-Cold War period, the U.S. and Europe strengthened their bond by adopting the narrative on the benefits of globalization for the West. (Smith, 1998:49).

In 1980, the Americans, disappointed by the Carter's administration to cut conventional forces and negotiate away nuclear weapon, gave their trust to Ronald Reagan's enhancement of the relations with Western Europe. (Bertram, 1980). During the Clinton administration the discourse, although based on the common denominator of global modernization, began to damage. From the one hand, the Americans provided a narrative that strategically linked the worldwide progress to the engine of the U.S, on the other hand, Europe began to claim a role of greater autonomy. In fact, the Europeans developed a new distinct discourse by proposing the Union as a complementary force to the globalization process. (Lake, 1993). The U.S. strategic focus started to move towards the Asia-Pacific region and the privileged role that the European allies have had in American foreign policy decision-making diminished significantly. As Federiga Bindi highlights "during the Obama mandate Europeans looked with suspicion the American impatience to disregard European issues, giving more credit to the Asia-Pacific to the detriment of the transatlantic cooperation. (2015).

Jacques Rupnik notices that "West European emphasis on the transatlantic bond has started to be eroded since 1990." (2005: 98). Lacorne and Judt assign to the negative effects of globalization, such as social disparities, unemployment and the logic of capitalism the weakening of the transatlantic bond's solidity. (2005). During the 1990s and 2000s NATO moved beyond its remit for military collective defence by getting involved in 'humanitarization practices' in Bosnia, Kosovo, Afghanistan, Libya and elsewhere. In 1992 the creation of the North Atlantic Cooperation Council (NACC), aimed at linking NATO to Eastern European countries, marked a success for the transatlantic bond for the way NATO helped these countries to be integrated within Euroatlantic institutions for the spread of democracy. (Hitrov, 2004).

The European presumption of counting on the U.S.' unconditional support as well as on its readiness in filling European capability gaps, led the relationship to a standstill with the Iraq war. Not only did Americans and Europeans divide over the establishment of Europe's own defence project but Europeans themselves became opponent over the war. Two currents of thought emerged, splitting the countries into Atlanticists and supporters of the EU independent security policy. (Dempsey, 2014.).

The rift became evident also for the new generations between the two sides of the Atlantic. In fact, young Americans recognize themselves into a state-craft favouring global horizons and hard-power instruments. By contrast, young Europeans, being born during the European Union project, believe in a system based on reaching agreement and solutions collectively by using soft power. Bush's "war on terror" marked the lowest point in the post-war period. The process of constructing separate European and American identities from within denied the U.S. confidence on the compatibility of European integration with Atlantic relations. European integration led to the emergence of a new, alternative dimension of the transatlantic ties. As a matter of fact, Europeans have been so inwardly focused on the process of unification that they define their interests on a regional rather than a global scale. (Hastings Dunn, 2009: 14).

The ideological breach affected NATO and undermined its ability to provide a unifying narrative for the emerging young generations, especially in Europe. In fact, while many young Europeans advocated for an improvement in the Atlantic political cooperation and looked to the pan-European Conference on Security and Co-Operation in Europe (CSCE) (now OSCE) as a future security institution, another part was afraid of depriving NATO of its security role. In general, the European NATO leaders agreed that any European security developments, whether in the CSCE or the EU itself, should be designed to supplement and not replace NATO (Weitz 1993: 345). The Alliance has suffered from the divergence in the interpretation of security between Europe and the U.S. In fact, most European governments tend to conduct their national security policies at a greater distance from their militaries and opt for an ethical management of their policies. In the U.S., on the contrary, the army tends to inform the security strategy. (Zoli and Armstrong, 2010).

Today international relations between states are characterized by extreme fluidity and the balance of power constantly swings back and forth between advancement and regression, given the sometimes convergent and

sometimes divergent interests. The multilateralism of the agreement, especially in Western Europe, has been progressively replaced by the will to explore the benefits of a unipolar world, such as France and Germany have demonstrated sometimes. Besides, Russia's aggressive posture has created a division on the perceived threat, leading the alliance to fall into the partisan epistemology that impinges on much of the international political discourse. (Rini, 2017).

In light of the recent impasse during the G7 in Canada and President Trump's refusal to sign the final communiqué, the prospect of disharmony between the U.S. and Europe risks to weaken the assumption of solidarity among the Allies. President Trump's "America First" reservations about multilateral arrangements are indicative of a destabilization of the international order and the premise that American 's view of NATO is inevitably linked to the Presidents' opinions. Generational change among the US political elite has the power to direct consent. As a senior NATO official observes 'the younger decision makers in Washington and those who influence the decision makers don't have that NATO engagement, that strong attachment to the US in Europe in their DNA in the same way that the last generation did'. (Hallams and Schreer, 2012). The former US ambassador to NATO Kurt Volker stresses that "NATO for the US policy elites is more connected with the 'Europeans' as if the US was no longer part of the alliance" (2011).

5. NATO'S ACTION IN THE DEMOCRATIZATION TRANSITION OF POST-COMMUNIST COUNTRIES

The Harvard historian Samuel Huntington emphasized that the world was reorganizing itself along civilizational lines and cultural commonalities were assuming the role of traditional alliances. (1996). NATO's longevity has been the result of its ability to understand this dynamics and to break down civil-military barriers by instituzionalizing security in the former Soviet countries. After the Cold War NATO legitimized its existence by working on the process of Individualization of Security (IS). (Krahmann, 2012). Individualization of Security is a process that proceeds through the teaching of individual responsibility to citizens and allows to normalize an international security discourse by inciting the sense of civilization of a country. The Alliance used its influence to recommend and put into practice the new rules and procedures of IS. In particular, IS was a valuable means to consolidate the sense of unity and geopolitical consciousness of two main civilization referents, the army and civilians. NATO concentrated its efforts on incorporating the former communist countries into its sphere of influence by proposing Western values as a model of reference. Sarah Da Mota argues that "the narrative adopted both in the case of the CEE Countries' enlargement policies and in the intervention to protect civilians in Bosnia and Herzegovina and Kosovo incited the behavioural transformation" (2018). This strategy enabled the Alliance to apply two rationales to spread a civilization narrative to encourage non-Western countries both to adopt Western values and to normalize the military intervention. This thesis is further supported by Pan and Turner who suggest that NATO succeeded in fostering a set of Neo-conservative democratic values through a persuasive political discourse." (2017). NATO's ability consisted in socializing these countries into new norms by transforming their security-identities and cultures. Through the involvement of the North Atlantic Council (NAC) in the Partnership for Peace (PfP) and the NATO Parliamentary Assembly (NATO PA), NATO introduced a mechanism for cooperation and dialogue among the army and the political establishment, the economic and intellectual elites and citizens. This framework of socialization prevented these countries from experiencing a violent transition from a regime to another and a likely return to their original condition of dependence. Youth associations such as local Atlantic Councils, turned out to be instrumental within the civil society in presenting NATO as the only possible alternative to guarantee their independence from the Soviet Union and help speeding up the Euro-Atlantic process.

6. THE SUCCESSOR GENERATION AND THE NETWORK SOCIETY

In the 80's President Reagan in one of his famous discourses underlined that "a new generation was emerging on both sides of the Atlantic. Its members were not present at the creation of the North Atlantic Alliance. Many of them did not fully understand its roots in defending freedom and rebuilding a war-torn continent." (1981). His statement was reflected in the argumentation of two scholars, Kenneth Adler and Stephen Szabo, who theorized the concept of the "successor generation" to evaluate the impact of generational difference on social and political stability. The idea of the "successor generation" was a constant of the transatlantic repertoire to enhance U.S.-European shared goals and common vision. (Adler and Szabo, 1983). The extension

of this thinking was the will to socialize a so-called "post-war transatlantic successor generation" in the interests of the U.S. security and Western cooperation as a whole. From the 1960's to the 1980's in particular, it was extensively used to involve the new generations who didn't have direct involvement in binding issues such as the World War or the Marshall Plan and were gaining positions of power and influence. This also reflected the recognition of youth as a distinct social category that could have a major impact on transatlantic relations over the long-term.

In this regard, the Spanish sociologist Manuell Castell introduced the notion of "network society" as an educational transnational network process which became the means to rethink the Atlantic relationship. (1991). Between the 1950's and 1960's, this transnational cooperation had taken place under the aegis of NATO, in the form of the Atlantic Treaty Association, the Atlantic Council and the NATO parliamentarian assembly. The Atlantic Council of the United States (ACUS) was created in 1961 in order to consolidate the action of various private groups supporting the Atlantic Alliance in the United States. Specific programs were created to develop networks of up-and-coming individuals, such as the Atlantic Treaty Association's sponsorship of the Atlantic Committee of Political Youth, which in 1963 became the Atlantic Association of Young Political Leaders (AAYPL). These flourishing initiatives were indicative of the strength of transatlantic contacts within Western civil society itself. (Milloy, 2006). But in the 1980's NATO probably experienced the lowest level of consensus, caught between the challenge of Soviet SS 20 missiles aimed at Western European targets, European reluctance to NATO modernization and the emancipation of the European Community (EC). The survival of Atlanticism was no longer entrusted to young leaders as in the 1960's. The new successor generation was less inclined to the United States 'ideological dominance' and more skeptical of its leadership. The 1980's coincided with the birth of an upcoming generation, both in the U.S. and Europe, determined to directly experience foreign issues without any mediation of indirect sources of information. The strongest successor generation gap was fueled by the attitude of young people to be "more neutralist vis-à-vis the superpowers than were the prewar university-educated groups, more opposed to increases in defence spending, and in general against the use of force as an instrument of foreign policy." (Klaus and Weisbrode, 2013).

NATO's creation of a network of technical and cooperative agreements with the former Communist States was an excellent example of teaching security to the new generations. Today, despite NATO' s attempt to open up to the civil world, what is still missing is a comprehensive reach for the broader public, which shows signs of disregard in the different elements of the Alliance. Young people are accused of being less politically knowledgeable and having a scant interest in international affairs. The generation of the so-called "Millennials", or "Generation We", which includes people born between the 1980s and the early 2000s, has inherited a vague concept of NATO as an institution which sheltered its member states from aggression by a powerful enemy but they are not fully aware of its concrete significance. Young people used to need NATO and they still need NATO, but it is a habit rather than a reasoned awareness. NATO is one of the "taken for granted" international organizations which doesn't commonly register the public consensus unless it provides a solution to a crisis. The situation in Ukraine has certainly raised its profile but NATO's message still lacks a catchy grip on young people.

The major problem for a military organization is to provide an explanation of its real contributions and benefits in times of relative peace while democracies tend naturally to privilege domestic goals. Today many young Europeans think that the Alliance has lost its sense of solidarity and the most critic argue that NATO has become too much an ideological extension of the American management of foreign affairs. This disproportion has compromised NATO's ability to represent both the Europeans and Americans' expectations. The crisis of the global economy, coupled by increased polarization and fragmentation in foreign policy, has fueled a sense of disillusionment over the multilateral agreement and an ever-growing perspective of uncertainty in Western societies. The present world is experiencing a fierce competition for power, ideas and economic proposals. As Judy Dempsey states "symbolism and Cold War nostalgia won't create any lasting new bonds." (2014). The U.S. and Europe need to find a new ground for cooperation especially in their maximum expression of reciprocity, NATO. As Kagan states "Europe lives in a post-Hobbesian peace not because the world has changed but because America, through NATO, stands outside Europe and protects European interests on the world stage" (2004). Young people can be a powerful mediator to fill the gap and the blind spot in people's understanding of NATO's current activities, since politicians are judged ineffective and media incapable of providing an analytical perspective on contemporary issues.

7. NATO'S PUBLIC DIPLOMACY DIVISION: PROMOTIN AN ILLUSION

The topic of inclusion has become a fundamental credential in the process of updating NATO's image as an organization supporting diversity and participation. The inclusion of younger voices in the security discourse has been a matter of contention for a long time for NATO, which has always assumed that audiences far outside of its highly specialized base were inaccessible. Diego A. Ruiz Palmer borrows the psychological meanings to define the challenges of an alliance that "is reaching the mature age of 60 and has prompted a new sense of urgency, as reform is also meant to facilitate rejuvenation." (2005:208). Rejuvenation doesn't only imply adapting to new geopolitical challenges but directing NATO's discourse to a young and dynamic referent.

The wars in Iraq and Afghanistan represented a watershed between full support for NATO's missions and the emergence of a feeling of skepticism towards its initiatives. As a consequence, European audience was prompted to critically question the efficacy of the American global leadership through NATO's operations. When the US and European leaders clashed over the Iraq intervention, NATO recognized that the future of the transatlantic relations didn't have to rely on politicians and elites alone but it had to be based on a much broader perspective. In today's global environment, marked by a large degree of interconnectivity, perceptions, audience and consensus are intrinsically linked in the pursuing of strategic objectives. To this concern, Public Diplomacy (PD) has become a top priority in many organizations' foreign agenda in order to develop strategies to revamp their image. Its mission is essentially aimed at influencing both the foreign and domestic audience, understanding their attitudes towards specific topics and shape a positive perception of an organization's international relations. Multilateral organizations have consistently invested in the resource arising from a skilled management of PD and have recognized the importance of the democratization of information, which means to communicate directly with the under-40 generation via multiple platforms and technologies. Though often misunderstood because it could overlap with propaganda, PD plays an important role in constituting the alliance's identity in global politics. The creation of the NATO's Public Diplomacy Division (PDD) in 2003 was symptomatic of the will to overcome the marginalization of young people within the security field and to change perceptions on NATO. Perceptions can take root into concrete attitudes and actions and result in tangible gains and losses. Image and reputation are becoming essential parts of the state as well as an organization's strategic equity. (Van Hamm, 2001). Alexandra Kornilia Sowers argues that "NATO's branding and change in image are important parts of its reputation and value in the international political arena" (2009:1). But the diplomacy of a nation or an institution, no matter how energetic and resourceful it is, needs to be transparent and accountable for those who benefit from it, especially young people that will hand on the baton to the next generations.

Communication of ideas as well as information have now become the most powerful form of action. In the current digital era there is great potential to interact more intensively with people around the world but digital media also has the potential to polarize, create stereotypes and misinform. In today's context, how can NATO's public diplomacy campaigns building a realistic brand engaging young people in fruitful debate and enhancing their perceptions? One of this effort is the campaign *# WeAreNATO* which aims at strengthening the level of knowledge of NATO issues and to get support for them among the general public, focusing in particular to young people and women. It also directed at increasing the number of associations connecting NATO and the member countries. At the last NATO Summit held in Brussels in July 2018, a parallel event called 'NATO Engages' has been set up to "serve as an ideal platform to increase awareness and sensitivity towards matters of security policy among policymakers, NGOs representatives and multipliers in the attempt at affecting foreign publics." (NATO fact sheet-Inclusive Security).

8. YATA: BRIDGING THE EDUCATIONAL GAP BETWEEN THE ELITES AND THE MASSES

A fundamental aspect about the improvement of an organization's image is that the actors involved in this process have a comprehensive understanding of how the institution and its work are perceived outside. Public diplomacy's efforts alone are not enough to shed new light on an institution and win approval. A significant portion of NATO 's PD funding and grants are currently addressed at research projects which, in the end, reaches out to people who are already informed but it does not have sufficient capacity for attracting those who are or will be shaping public opinion: the younger generation. When discussing youth inclusion in international organizations, reference is often made to their involvement as "the leaders of tomorrow". Such category of thinking actually overshadows their already existing solid contribution to the world. Youth engagement has undergone exponential growth in the last two decades with the development of the civil society and the rise of International Non-Governmental Organizations (INGOs). (Turner, 2010). In this regard, the Youth Atlantic Treaty Association (YATA) acts as a sounding-board of the long-standing transatlantic alliance, amplifying the PDD's objectives but operating within the civilian channel. YATA was established in

1996 in Rome and today consists of 36 member organizations or so-called national chapters, all of which are the youth sections of established NGO's in their respective countries. YATA's parent organization, the Atlantic Treaty Association (ATA) is the mainstay of the transatlantic values from 1954. YATA's youth network of professionals aims at restoring the transatlantic bond by forging a new dialogue among experts, media, parliamentarians and decision-makers. It is committed to strengthen the recognition of NATO and its relationship with the civil society.

In an international system where the gap between foreign and national policy is closing, reputation management has shifted from the elites to a broader mass market thus young people are accounted as the right choice to restore a positive image of NATO. (Melissen, 2005). Furthermore, in a research carried out by the Italian philosopher Gloria Origgi it is emphasized that "today people are living in a complex era where the paradigm shifts from the age of information to the age of reputation." (2018:28). A former speechwriter at NATO asserts that its mission is still relevant, but "the alliance is bankrupt of ideas. It's a geopolitical habit, getting by on a promise of perpetual Western peace made by a generation of World War II soldiers who are nearly gone." (Stephenson, 2016). YATA aims at revitalizing NATO's credibility by substituting a model of cooperative integration of culture to a bureaucratic fashion. Through associationism and activism under various forms, YATA members seek to disseminate information and promoting practices through a less top-down mechanism. In this regard, youth associations and NGO's have benefited to a high degree from "the decentralization of information power." (Melissen, 2005). With the NATO's PDD working to bridge the generational divide on an international level, YATA focuses both on a national and international level, breaking down the barriers between the elites and the wider public using the model of Community of Practice. The notion of "Community of Practice" (CoP) was coined by Jean Lave and Etienne Wenger and has been employed across multiple domains of expertise. They qualify the Communities of practice as " groups of people who genuinely care about the same real-life problems or hot topics, and who, on that basis, interact regularly to learn together and from each other" (1991). CoPs are expandable to other forms of engagement in a process of collective learning in a shared domain of human endeavor, whether it is a group of engineers working on similar problems or a group of pupils at school who define their identity. Communities of practice become crucial to those that identify knowledge as a key asset (Wenger, 2010). CoPs help develop a an ideal environment in which knowledge can be shaped, ideas shared and learning accelerated to improve the existing practices within the organization. (Lesser and Everest, 2001). CoP represents an ideal platform for members to build trust, which is essential for a community of practice to thrive. CoPs develop around topics that have a shareable value for people. As a result, their practices reflect the members' own knowledge of what is important. Wenger argues that "even when a community's action conforms to an external mandate, it is the community, not the mandate, that produces the practice. In this sense, CoPs are self-organizing systems." (1998). YATA embodies the model of CoP, a microcosm acting as a research-led alliance.

Rebecca Lawthom states that the idea that communities need to be inclusive is almost axiomatic but the process whereby community members engage in inclusive practices is less investigated. (2010). YATA generation of young professionals believe in cooperative internationalism therefore they make the most of hybrid learning. Hybrid learning is about assimilating the internal dynamics behind international organizations' working procedures. It has proved to be an useful way to combine in-depth learning along with analytical capabilities (Ben-Yehuda *et al*, 2015). Increasingly, educative simulations of the work of international organizations are an excellent way to develop awareness and knowledge about international politics and issues (Kuehl and Dunn, 1997). YATA organizes various NATO models whose approach wants to celebrate the wisdom that young people together can work out a problem believing in practical solutions. By engaging different nationalities of students and young professionals in these simulations, YATA allows for a number of possibilities in identity and response to the Atlantic 's discourse and, at the same time, enables its members for resistance to the dominant negative discourse on security. Each actor brings a unique set of experiences and perspectives to share within the group. As participants engaged on a peer-to-peer system of learning they are challenged to deepen their understanding of the various contexts and nuances of security.

Sociological studies observe that Millennials strongly believe in a cooperative, multilateral mode to handle foreign policy and global problems. They are on the frontline in rejecting dogmatic principles and propaganda that put a nation against another. They advocate for a peaceful planet but understand that ensuring security does not guarantee a permanent status quo. Greenberg and Weber say that "Millennials are prone to extend this holistic mode of thinking beyond the natural world and into the social, political and economic realms" (2008:97). When it comes to problems, Millennials brush aside the boundaries between the government, business, non-profit, academia and civil society. They are accustomed to thinking pragmatically about how social groups and institutions can cooperate in search of solutions for the whole society. Young people embody the so-called "Wideners", the actors of the school of thought theorized by Barry Buzan, who challenge the traditional conception of security by applying both an horizontal and vertical approach to analyze security:

- **Horizontal dimension**: the wideners think that the security concept has expended from exclusively military onto political, economic, social and environmental sectors
- **Vertical dimension**: the security concept should also be open to referent objects other than the state (individuals, social groups, humanity as a whole)

9. REFRAMING THE NARRATIVE ON SECURITY: FROM THREAT TO OPPORTUNITY

The context of security has become more and more attentive of narratives, especially when they are useful to show the contrast between opposite factors, as in the case of war and peace. Roe's lesson (1994) has allowed a number of political scientists to examine policy processes with narrative analysis. He has made use of a narrative approach, like the one applied in literary theory, to study social and political controversies. Narratives make social and political issues understandable and accessible especially when facing uncertainty. In the context of policy-making and security, narratives are helpful to draw public's attention, framing an issue and inspire people to discuss it. (Jankowski, 2013).

We live in a complex and ever-changing reality where security has become largely associated with the notion of threat. Any nation can be at different times a threat or a challenge but it depends on what is understood by international order. Sociological studies maintain that shaping people's perceptions about the changes is productive if you influence the perspective to evaluate change. Taylor indicates that "if a first reaction will be focused on a threat, the effect perceptions will be negative and the changes are likely doomed to fail. Once a negative attitude begins to develop around change, it will entrench itself and will be difficult to uproot. It is necessary to get out ahead of this defensive reaction and evaluate the changes in the most positive ways, with a particular emphasis on how it will benefit you and the community." (2015). He goes on stating that "the 'positive management' of the change will lessen the threat associated with the changes, thus reducing or eliminating the threat response. Conversely, with a focus on the upsides of the changes, you will be more receptive to them." (2015).

The concept of "security" is misleading and vague in its definition because it entails both a negative and a positive interpretation of the security space. After the Cold War the ambiguity implied in the notion has become stronger and new paradigms emerged within the field of International Relations. Debates over security have become highly polarized between negative and positive risk perception. Gunhild Hoogensen Gjørv defines negative security as 'security from' (a threat) and positive security as 'security to' or enabling. She argues that this dualism of interpretation reflects what Isaiah Berlin theorized in the "Two Concepts of Liberty" distinction between negative and positive freedom, 'freedom from' and 'freedom to'. Security can be illustrated with the same axiom. Negative security is often associated with ''traditional'' security rooted in assumptions about a universally defined state and security issues, addressed by a universally agreed upon tool of security, the military. (2012).

The power of narrative lies in its transformative nature, often using existing narratives to challenge dominant paradigms. Altman observes that "universally practiced narratives are 'eminently transferable' across generations and media and a mainstay of culture, learning and public life. (2008). Negative security employs a narrative of fear, concerned with the concept of war, the identification of threats, the use of military force and involves the state as the only actor. Millennials are far more open to the widening of a traditional definition of security. They are more interested in going beyond the narrow bounds of this concept to include a multi-actor and positive treatment of security. Positive security invests on human security which identifies individuals and communities as proactive executors. Human security focuses upon the individual security concerns as the main objective, making individuals relevant and visible. Young people's understanding of security makes them able to manage it as a way to build their capacities rather than to avoid risks. Millennials are inclined to use whatever resources they might have, ranging from humanitarian and development aid to economic and other network supports. As Stephenson suggests "it is important to minimize the policy talk and maximize the human talk". Young people now openly embrace the notion that security is tied with the human sense of security, expressed in the primal relationship between the state and the individual. (Roe, 2008).

Existing negative narrative can be reversed by softening the discourse on threat and insisting on positive outcomes arising from these elements:

- **Universality**: Connecting the security narrative to the human experience and creating change from below rather than above. When positive security focuses on human needs it delivers a reassuring message on security.
- **Solidarity**: Creating a "NATO culture" will help the Alliance to develop an effective and long-term solidarity. Comprehensive education programs, social media campaigns will bring NATO

to the citizenry and share the purpose and relevance of the Alliance with them. By increasing investments in YATAs, especially their educational and information distribution programs and in other organizations that reach member states' citizens, the concept of solidarity can be better received among the general public.

- **Social media**: Since Millennials perfectly master social media usage their ability can be used by NATO in cooperation with YATAs to increase awareness of its activities and principles in the wider public but also to enhance connectivity. By learning about each other's culture and security concerns, the Alliance will become more united and the hampering effect of different threat perceptions on decision making will diminish.
- **Insurance guarantor**: Young people can revitalize NATO's image by stressing its role as an "insurance guarantor" and boost its interconnection with governments, think-thanks, academia and media.

10. WIIS AND WOMEN'S INFLUENCE ON THE SECURITY'S NARRATIVE

Although the security discourse is rooted itself as a standard dominant argument in international relations, in recent years other interpretations of how to handle security have emerged. Mainstream IR theorists, especially realists, consider security only in terms of state security, one that can protect itself and its citizens from an anarchic international system, although history teaches us that most wars since 1945 have been fought within states and not across international boundaries. (Tickner and Sjoberg 2010, 203). Elshtain criticizes international relations studies which, over the years "have privileged a so-called 'strategic voice', an authoritative discourse that is cool, objective, scientific and overwhelmingly male" (1987).

IR feminists define security more broadly, as the diminution of all forms of violence ranging from domestic violence, poverty, gender subordination to ecological destruction. (Tickner and Sjoberg 2010, 203-204). In recent years, the international community has recognized the growing contributions of women to peace and security and has made efforts to include women in decision-making at all career levels. Women provide alternative methods to evaluate phenomenon and discourse narrative because they go beyond mainstreaming. Like young people, women seek to re-socialize a community into a qualitatively nuanced and different understanding of security, a bottom up approach, where priorities shift from mere 'threat perceptions' and 'deterrence' vocabularies to a language that cognizes 'structural challenges' and 'enabling spaces'. (Porter, 2007).

International organizations, such as NATO and the EU, have shaped their defence and security policies on the elements of the United Nations Security Council Resolutions (UNSCRs) on Women, Peace and Security (WPS). In particular, in September 2009, NATO approved the Bi-Strategic Command Directive 40-1 "Integrating UNSCR 1325 and Gender Perspectives in the NATO Command Structures Including Measures for Protection During Armed Conflict," extended to all international military or other agency operating within the NATO chain of command. The document emphasizes that "women should be seen as actors to ensure sustainable peace and should be involved in all stages of crisis or conflict." (1-1). NATO's Civil-Military Cooperation Centre of Excellence (CCOE) places great credit on gender issues stating how "it results in an enhancement of overall situational awareness and the provision of better advice to the senior decision make" (Whitman and O'Neill, 2012). It highlights that women in NATO are considered as a "force multiplier", especially when engaging with cultures where highly gender roles constraints prevent male soldier from interacting with the local female population. Besides, military operations are deemed to reach a higher degree of effectiveness when militaries include both male and female expertise. (Duncanson and Woodward, 2015). "Women In International Security" (WIIS) is an international no-profit organization founded in 1987 in Washington which is pronounced "wise" to demonstrate the contribution of women to the international security debate. Its mission is to promote the inclusion and representation of women through dialogue and cooperation with men in a purely male field. Today, the WIIS family is spreading all over the world, ensuring the coverage of its chapters to the areas of greatest strategic confluence, including six U.S. chapters and 21 international affiliates, from North America to Australia and Europe. The priority for WIIS is to empower a new generation of women eager to break down gender barriers, confronting the field of security on equal terms with men, contributing to widen of the security horizon.

Empirical evidence shows that successful outcomes and missions accomplished for security actors are more likely to happen when they keep the level of attention high and involve the public by explaining the need for them. In 2016 The Council on Foreign Relations conducted a study on 30 countries across the Middle East, North Africa and South Asia demonstrating that, being women the main target and victims of extremism, they are the most suitable for detecting early signs of radicalization. (Bigio and Volgenstein, 2016). This kind of

information is highly pertinent to appreciate when constructing future strategies. A female perspective helps building understanding together with addressing a large portion of a population.

In light of the above, it is possible to schematize some advantages and key lessons arising from women's inclusion in the security discourse and operations:

- **Information gathering**: women apply interpersonal communication skills that help building in-country and make information gathering more fruitful.
- **Strategic insight and foresight**: A female perspective helps building awareness and trust among large portion of a population, thus providing a more precise spectrum of analysis and enabling strategists to produce a broader analysis of the threat.

- **Influence capability**: women are critical stakeholders not only because of the insights and information they provide but also because of the influence they handle within a community. Effective engagement of women contributes in strengthening a base of local support which results in a decrease in support for armed groups. As gender equality rises, the likelihood of internal conflict tend to be reduced.

- **Widener approach**: women use a wider viewpoint to any field of application thus overcoming categorizations and dichotomies. Feminist approaches define security broadly in multidimensional or multilevel terms.

CONCLUSION

NATO remains the main security provider in the world and, despite its failures, its longevity has demonstrated that the transatlantic model of cooperation is the most suitable as an alternative to the nation state model. Even in areas of deadlock it has worked out another solution to problems. Some scholars criticize NATO's limited communication skills and attraction of a heterogeneous audience. The major problem that NATO must face, in addition to the traditional security challenges, is regaining public attention. Since NATO's speeches are often received with indifference and the media tools are almost ignored from the majority of people, young people have the abilities to transform the NATO's security discourse by turning weaknesses into strengths. Millennials, in particular, are committed to innovation, and eager to reverse the negative spiral of event by transcending the traditional boundaries between civil society and institutions, the elites and the masses. To achieve a new and enduring sense of the transatlantic common interest and purpose, it will not be enough to count on the pervasive American power and follow it passively. The collaborative attitude of young people, coupled with women's ability to mobilize society can restore credibility in a pivotal but old-fashioned institution such as NATO.

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YOUTH PARTICIPATION IN NGOS AND VOLUNTEERING ON THE TRACK TO MUTUAL UNDERSTANDING. THE EXPERIENCE OF THE EU AND RUSSIA.

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ABSTRACT

The article is dedicated to the results of Erasmus + Jean Monnet project "Modern European identity formation in the framework of the EU integration: social and cultural dimensions" that was realized in Saint-Petersburg State University of Economics in 2016-2018. In the framework of the project transformation of modern European identity was studied in the context of the EU integration processes in different aspects including social and cultural values. The project research showed that an important condition of European identity formation is identification by citizens of nation states themselves as the EU citizens. Therefore, one of the main issues in the formation of identity is the formation of general civil consciousness. The concept of citizen participation as a key factor in the identity formation is vital not only in the EU, but also in any other regions. One of the most important element of civil society is participation in non-commercial organizations and volunteering. Young people involvement in activities of such organizations represents an indicator of their societal participation. While on average in the EU about 20% of young people are involved in NPO activities, this indicator varies considerably in EU member countries. For example, in Austria, Sweden and the Netherlands, more than 40% of young people regularly volunteer, but in Bulgaria, Greece, Italy and Lithuania less than 10% of young people are involved in volunteering. Russia belongs to countries with low youth participation in civil society. Nevertheless, the interest in volunteering and NPOs in the country has grown significantly in recent years. It is caused by the governmental policy, which encourages the development of civil society. 2018 was declared as a year of volunteering in Russia. The number of volunteers is expected to increase this year. The tendencies of volunteering and NPO activities among young people in the EU and in Russia is analyzed in the paper. An important aspect in the development of civil society in the EU and Russia is participation in international youth non-profit organizations. Organizations such as AIESEC, Erasmus Student Network, Rotaract, etc. unite millions of young people from all over the world, contribute to their mobility and the acquisition of international experience. In the paper the main international NPOs existing in both the EU and Russia is considered and their impact on civil society and cross-cultural understanding will be assessed. The significance of such organizations is particularly noticeable in the current political tensions. Under the conditions of EU political and economic sanctions against Russia, the informal interaction of young people is one of the main ways of conducting intercultural dialogue. International organizations promote the rapprochement of cultures, the desire for peace and solidarity, as well as the formation of general identity.

Keywords: civil society, volunteerism, NGOs, Russia, The European Union.

INTRODUCTION

Young people are an important part of the society of all the countries. The European Union has the Youth Strategy that was developed to encourage young people to participate in society. This Strategy includes initiatives in 8 fields (EU Youth Strategy, 2010):
1). Employment and entrepreneurship;
2). Social inclusion;
3). Participation;
4). Education and training;
5). Health and well-being;
6). Voluntary activities;
7). Youth and the world;
8). Creativity and culture.
In Russia the Youth Policy is also implemented at the legislative level. "The Federal Law on Youth and State Youth Policy in the Russian Federation" contain 25 main directions of state policy including:
1). Ensuring the participation of youth in the management of the state affairs;

2). Supporting the development of youth self-government organizations;

3). Supporting the activities of youth and children's public associations;

4). Promoting intercultural and interreligious dialogues and harmony among young people;

5). Supporting talented youth, creative and innovative activities of young citizens;

6). Promoting the development of youth voluntary activities;

7). Providing information support for young people;

8). Supporting youth and children's media;

9). Promoting international and interregional youth cooperation, etc.

As we can see, most of the governmental actions connected with the youth in both the EU and Russia are aimed at supporting youth participation in social and civil activities, cooperation and solidarity.

Participation in civil society is promoted now at all the levels: transnational (ex. the level of the EU), national, regional, local (the level of a settlement). It is considered as one of the most important elements of democracy. The civil society doesn't have an exact definition. According to Collins English Dictionary, in broader sense civil society means "the elements such as freedom of speech, an independent judiciary, etc, that make up a democratic society". The Oxford dictionary gives definition that is more common: "society considered as a community of citizens linked by common interests and collective activity". Civil society refers to the "third sector" of society and includes non-governmental organizations and institutions that represent the needs of the society.

The results of the Erasmus + Jean Monnet project "Modern European identity formation in the framework of the EU integration: social and cultural dimensions", which was performed in Saint-Petersburg State University of Economics in 2016-2018, showed that one of the main issues in the formation of general identity and mutual understanding is the formation of a civic consciousness. The concept of citizen participation as a key factor in the identity formation is vital not only in the EU, but in all regions.

The NGOs' activities could touch upon various fields such as politics, economics, ecology, environment, culture, human rights, social problems, protection of animals, sports, religion, international relations, urban development, global development, education, etc.

Young people are very active part of society who have enough time and energy to make an impact on the society which they belong to. That is why, young people involvement in NGOs and volunteerism is crucial for the society development as well as the future of a state or union of states. Young people involvement in activities of such organizations represents an indicator of their societal participation.

1. MOTIVATION FOR VOLUNTEERISM

The motivation for volunteerism can be explained from the points of Economics, Sociology and Psychology. Economic theory considers a person as an independent, selfish, rational and informed member of a society and a market. In other words, people participate in volunteering activities not only to help others, but also to get some benefits for themselves. Economic theory describes a volunteer as a "competent egoist."(Biderman, 2009)

In sociological point of view, volunteerism is based on altruism and empathy. One explanation for the phenomenon of altruism is the theory of social exchange. According to this theory, in addition to the exchange of goods and services, there is an exchange of social values, such as personal status, information, love. Altruistic assistance is important not only to the person whom it is directed to, but also to a volunteer who provides these actions to increase self-esteem, gain recognition and useful skills. Another motivator for volunteerism is empathy. The basis of empathy is sympathy for those who is suffering. Empathy makes people act impulsively to help those suffering. (Krebs, 1982)

In most cases volunteers need to feel their importance, to be useful, to meet new people, to gain experience for further work and to spend time interestingly. For example, the results of "Eurovol-Studie" showed that the biggest motivator for volunteers is "personal reasons-their own needs" (39% of respondents), 34% of the respondents said "I had free time" and 32% - "the need for a sense of community with people". 15% chose "I wanted to meet new people". According to some experts, the most attractive volunteer activity for young people is gathering large group of young people together for an interesting and meaningful purpose. Keywords for young volunteers are useful, meaningful, interesting, fun.

The researchers from Canada,J.C. Anderson and L.F.Moore, identified the youth motive of having free time as an incentive for volunteering. Sometimes young volunteers expect to find new jobs through activities in NGOs.(Anderson & Moore, 1978). A. Wilson and G. Pimm described less common motivators for youth participation in NGOs: meeting celebrities, opportunities to travel and to participate in sports activities,

participating in a prestigious project and achieving recognition.(Nezhina, Petukhova, Chechetkina, Mindarova, 2014)

The table below is based on the results of studies conducted in different countries and shows the reasons for the external and internal motivation of volunteers.

Table1 Motivation for volunteerism

Internal motivation	External motivation
Help people in need	Participation because of a friend's invitation
Self-development	Receive credits for the subject
Useful contacts	Approvalfrom relatives
Meeting new people	Participation in interesting events
Consolation of conscience (sense of guilty)	Travel
New skills	Thanking for help to close people
Participation in a prestigious project	Participation because of an invitation from NGOs' members
Work experience	Local community improvement
Change your life	Professional contacts
Feeling that you someone needs you	Respect from others
Trying yourself in a new area	Help to solve someone's problems
Confidence in yourself	Becoming friends with other volunteers
Use your hobby for good deeds	Looking for a friend/a partner
Nature, animals' protection	A lot of free time
Making the world a better place	
Fighting against injustice	
Have fun	

Thus, volunteerism is driven by both altruistic and egoistic reasons. However, even if a person has only egoistic motivation for volunteering, their impact is still important for the society. Moreover, during working on any volunteering activity, a person may get inspired for more serious and conscious social work in the future.

There are 3 types of young volunteers depending on their motivation:

1. "True" volunteers are people who:

- consciously seek opportunities to help people or animals;
- find such opportunities themselves;
- aware of the need for collective efforts;
- have social altruistic motivation.

Such volunteers tend to become permanent highly qualified members of NGOs.

2. "Informal" or "spontaneous" volunteers are young people who were excited by the story in social networks and followed by a call for help. Spontaneity is the result of empathy. Participation in an unstructured and unorganized group defined them as "informal" volunteers. Such volunteers are not members of any organization, but they can become "true" volunteers in the future. At the same time, if they get a negative experience, they could refuse to participate again and loose interest for it. The positive side of "informal" volunteering is the search for your own way for further participation in public life.

3. "Unconscious" volunteers are young people who were forced to take part in social activities usually by parents, schools, universities. Such "unconscious" volunteering can have positive consequences only if the organizers manage to inspire the participants and explain them the importance and usefulness of the event. But "unconscious" has a weak tendency to become "true".

Therefore, situationality and surrounding play an important role for the motivation and future civic participation of "informal" and "inconscious" volunteers. Their interest to volunteerism may increase or decrease depending on the experience they get from the first experience.(Nezhina, Petukhova, Chechetkina, Mindarova, 2014)

2. OVERVIEW OF YOUTH PARTICIPATION IN NGOS AND VOLUNTEERING IN THE EU AND RUSSIA

2.1 The state of volunteerism in the EU

While on average in the EU about 20% of young people are involved in NGOs' activities, this indicator varies considerably in EU member countries. For example, in Austria, Sweden and the Netherlands, more than 40% of young people regularly volunteer, but in Bulgaria, Greece, Italy and Lithuania less than 10% of young people are involved in volunteering. Surprisingly, the Great Britain (23%) and Spain (15%) also has low level of the involvement in volunteering (Eurobarometer, 2017).

As "Eurobarometer" surveys show, in 2017 among young people who volunteer the most popular organizations were sport clubs (29%), leisure-time clubs (20%) and cultural organizations (15%).However, in 2017 comparing with 2013, young people interests to these types of organizations slightly decreased. In contrast, political organizations and organizations supporting human rights became more popular in 2017 than in 2013. The differences of percentages are not very big, but they demonstrate a little rise of attention to political and social life. (Eurobarometer Report, 2017)

The other organizations which young people participate in are organizations related to humanitarian aid, solidarity, education and health.
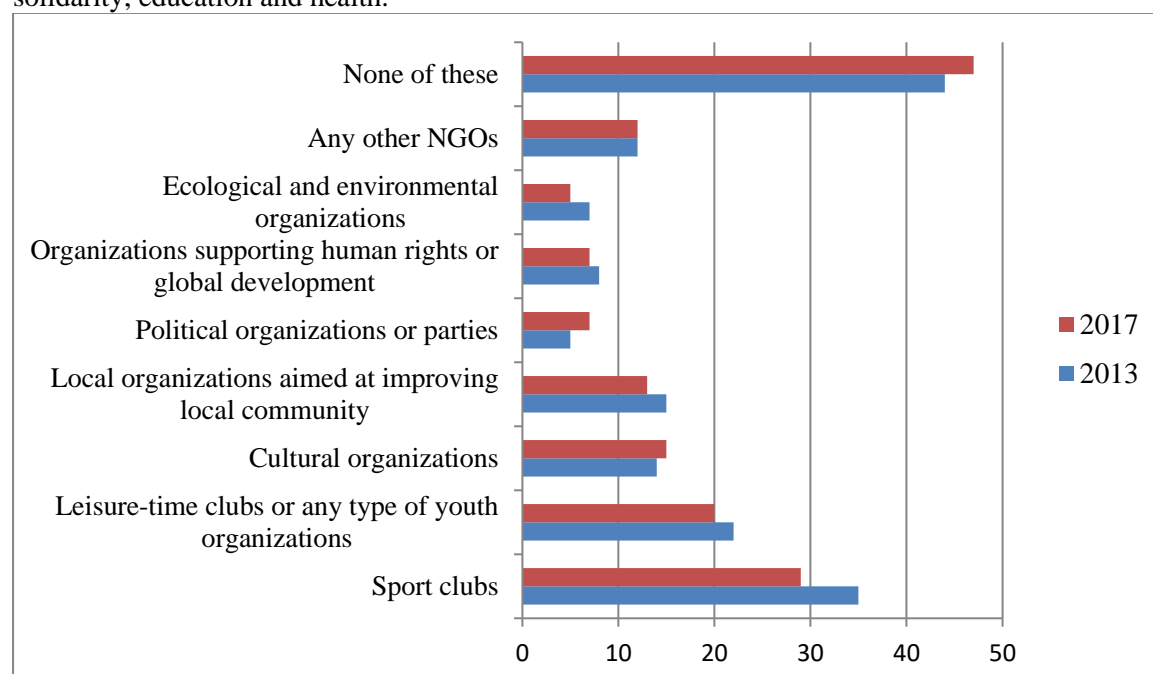
Figure1 EU Youth Volunteering in clubs or organizations (%)

Since Europe faced Migration Crisis in 2015 which led to a multiple increase in the flow of refugees and illegal immigrants to the European Union, a lot of NGOs have started helping refugees. They provide immigrants with food, clothes, accommodation, language courses, health services, consult them about national laws, their rights, etc. Such actions are very important because in some countries the number of refugees is so high that the government does not manage to create conditions for normal life. Moreover, governmental support does not touch upon illegal immigrants. It means that they do not have an access to medical services, education, labor market; so volunteers are the only people who communicate with them directly and help them to survive. All these demonstrate the high level of solidarity at the EU society.

The EU institutions are developing strategies (ex., "Action Plan on Human Rights and Democracy 2015-2019")and programs (ex., "Europe for Citizens", "Rights, Equality, Citizenship 2014-2020 "," Creative Europe "2014-2020")to support civic participation of the EU citizens, to improve the position of NGOs and cooperation with them. The European Commission funds European Voluntary Service (EVS) that provides young people with variety voluntary opportunities. The growth of civil society activities in the EU leads to the growth of citizens' confidence in EU institutions, as well as of their awareness of belonging to the single society, the society of the European Union.

However, despite all these factors, experts say that the common civil society within the EU is very weak, because the representatives of civil society identify themselves more with a specific state than with the European Union. Moreover, there are significant differences in the development of civil society organizations in the countries-members of the EU. The "old members" of the EU demonstrate stability in the capacity of

civil society organizations, while the Southern European and Eastern European countries are less strong and developed in matters related to civil society. This aspect is clearly seen in Enabling Environment Index.

2.2 Enabling Environment Index

Enabling Environment Index was made by World Alliance for Civic Participation (CIVICUS) in 2013. It assessed the political climate and institutional framework in which NGOs operate in three main dimensions: socio-economic, socio-cultural and dimension of public administration.(CIVICUS, 2013)

Table 2. Categories of IE

Socio-economic demension	Socio-cultural dimension	Dimension of public administration
• Education • Communications • Equality • Gender equality	• Desire to participate • Charity and volunteering • Trust • Tolerance	• The infrastructure of a civil society • Corruption • Political rights and freedoms Rule of law • Individual rights • Right to form associations • The legal framework in which NGOs operate • Media freedom

As can be seen from the table below, the highest EI is in Scandinavian countries: Denmark (0.81), Sweden (0.79), Finland (0.78) – and the Netherlands (0.79). Western European countries also have high index (above 0.70). The lowest index is in Romania (0.59), Bulgaria (0.69), Croatia (0.6) and Russia (0.45).The EU member states has high index of the dimension of public administration. This indicates that the legal regulation of the NGOs' activities in the EU is stable and encourages the development of the non-profit sector. Russia has the lowest result of this indicator. The reasons for this could be some changes in the laws regulating the activities of NGOs. For example, in accordance with the law "On non-profit organizations", which was accepted by Russian Parliament in 2012, the NGOs, which engage in political activities on the territory of Russia and receive funds or other property from foreign states, international and foreign organizations, foreign citizens, must have a status of a "foreign agent". Foreign agents must register in the Ministry of Justice and indicate their status in all publications in the media and on the Internet. In addition to hitting reputation, the law brought other complications: an audit once a year and fines.(Saruhanov, 2017)

All countries, including Russia, have surprisingly low results in the socio-cultural dimension. It indicates that the level of public participation in all the countries is practically the same in terms of involvement in volunteer activities, the volume of charitable donations or the level of trust in NGOs.

Table 3. Enabling Environment Index in The EU and Russia (CIVICUS, 2013)

Country	Socio-economic dimension	Socio-cultural dimension	Dimension of public administration	Enabling Environment Index
Austria	0,72	0,5	0,91	0,76
Belgium	0,73	0,49	0,88	0,75
Bulgaria	0,62	0,49	0,66	0,61
Croatia	0,66	0,4	0,66	0,6
Cyprus	0,68	0,52	0,83	0,71
Czech Republic	0,74	0,49	0,76	0,69
Denmark	0,77	0,56	0,96	0,81
Estonia	0,73	0,53	0,83	0,73
Finland	0,78	0,5	0,92	0,78
France	0,76	0,47	0,82	0,72
Germany	0,79	0,49	0,75	0,7
Hungary	0,68	0,54	0,77	0,69

Ireland	0,72	0,56	0,89	0,76
Italy	0,68	0,43	0,7	0,63
Latvia	0,7	0,5	0,71	0,65
Lithuania	0,69	0,47	0,72	0,65
Luxembourg	0,72	0,5	0,91	0,76
Malta	0,69	0,53	0,78	0,7
Netherlands	0,82	0,56	0,9	0,79
Poland	0,67	0,51	0,77	0,68
Portugal	0,61	0,51	0,8	0,68
Romania	0,62	0,54	0,6	0,59
Russia	0,61	0,52	0,34	0,45
Slovakia	0,69	0,51	0,71	0,65
Slovenia	0,69	0,49	0,78	0,69
Spain	0,72	0,49	0,81	0,7
Sweden	0,82	0,51	0,92	0,79
The UK	0,73	0,54	0,86	0,75

2.3 The state of volunteerism in Russia

Russia belongs to the countries with low youth participation in civil society. According to the Federal Agency for Youth Affairs, in 2017 the number of volunteers among young generation was 5 283 778 people which is 3% of all population in Russia and about 20% of people at the age of 15-29. Nevertheless, the interest in volunteering and NPOs in the country has grown significantly in the recent years. It is caused by the governmental policy, which encourages the development of civil society.2018 was declared as a year of volunteering in Russia.

Residents of villages and cities volunteer equally, but as most of people in Russia live in cities, 75% of volunteers are residents of cities. As can be seen from the bar chart below, there is a gender disproportion among volunteers in Russia: most of volunteers are women, in cities this disproportion is more noticeable than in villages.
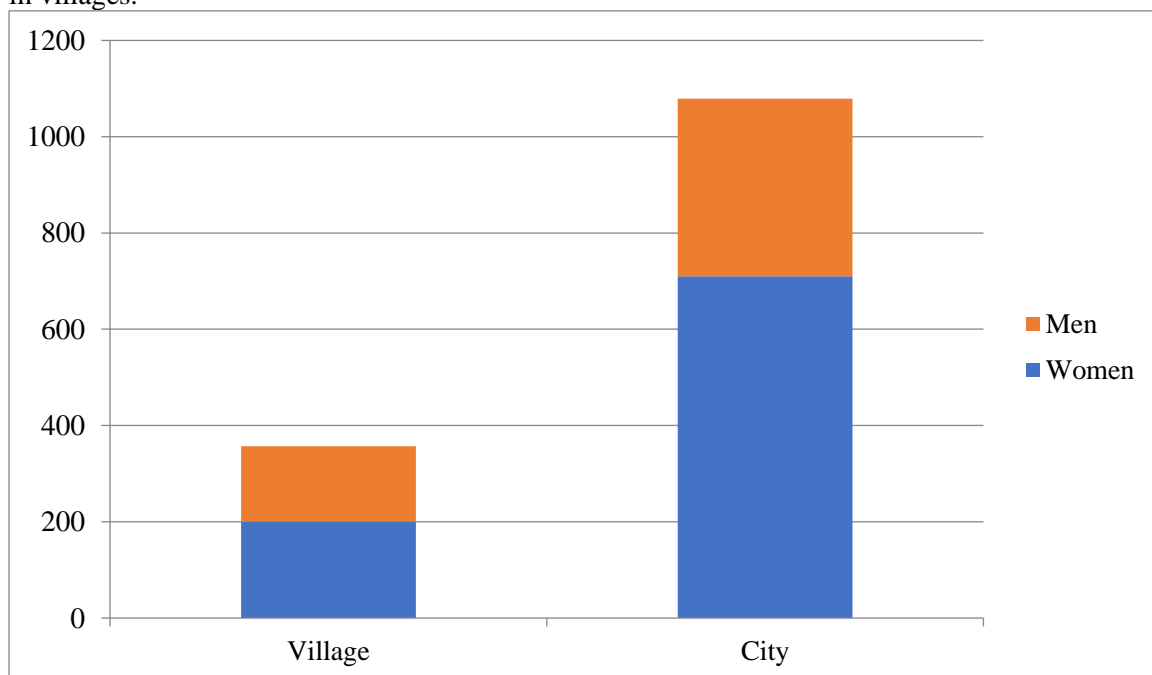
Figure 2 Volunteers by gender and place of residence, thousand people on average per month (Marsiyanova, 2017)

According to Federal State Statistics Service of Russian Federation (Rosstat), among volunteers at the age of 15-29 the most common activities were (Rosstat Report, 2017):
- Local community development and cleaning (27%);
- Society-oriented activities (26%);

- Organizing sport, cultural and other events (11%);
- Fundraising for charity and any other social projects (8%);
- Animals' protection (7%).

Despite the fact that around 50% of young people says they are interested in politics, participation in political organizations is not popular in Russia. Now young people are more concerned with the problems of self-realization, material and professional benefits, they think about politics only to know how the state can help them with these goals. (Milorava, 2017)

In 2017 the Plan of activities for volunteering development was created by Russian Parliament.Within this Plan priority areas of volunteering for Russia are: medical and social services, cultural, environmental volunteering, protection from emergency situations, pro bono volunteering.

Russian Government supports the volunteering. However, the support and funding are not similar for all types of volunteer activities: the greatest support is provided to event and sport volunteering.

Several big international events that took places in Russia attracted young people to event volunteering:
- World Summer Universiade in 2013;
- Olympic Games in 2014;
- Confederation Cup in 2017;
- World Cup in 2018.

Olympic Games played significant role in promoting volunteering in Russia. Some journalists say that the culture of volunteering in modern Russia (after the Soviet period) didn't exist or existed only partly before the Games. Olympic Games in Sochi united 25 000 volunteers from all over the World. It was an opportunity for Russian people to participate in historical event, to understand their importance for a common goal and to feel as a part of multicultural society. The Sochi 2014 Organizing Committee recruited the youngest volunteers in the history of the Games. Their average age was 23, whereas in London-2012 it was 41and in Vancouver-2010 - 37. (Rabiner, 2014)The Olympic Games rose youth interests to international activities and social participation.

The total number of volunteers for the Confederations Cup of FIFA 2017 was 5844 people, for the World Championship - about 15 000 people. 79% of the volunteers were at the age of 16-25. Special volunteers' centers were formed on the basis of universities and were certified by the Organizing Committee "Russia-2018". They attracted, selected and trained volunteers for the Confederations Cup and the World Cup. There were 15 of them - five in Moscow and one in each city where the Games took places. These centers not only helped volunteers to prepare for the events but also provided them with such useful skills as communication, team work, management.

3. INTERNATIONAL VOLUNTEERISM

Nowadays international relations cannot be called "peaceful". Even if there are no wars on the territory of modern Europe, there are still many conflicts and contradictions between countries. When it comes to Russia and the EU, the relations have never been stable and trusting. Despite cooperation in economics plays an important role for the both sides, their geopolitical interests are opposite. The confrontation reached its' peak in March 2014 when the EU imposed economic and political sanctions against Russia. Now the cooperation between Russia and the EU in many fields are suspended or very weak, the only exceptions are relations between universities and contacts within international NGOs.

International organizations have a great impact not only on Russia and the EU, but also on all the countries in the world. While at the governmental level the politicians cannot come to consensus, at the level of ordinary people it is much easier to communicate peacefully and friendlily. Therefore, inter-cultural understanding and cooperation is a key to a serene life.

In the modern globalized world there are hundreds of international NGOs. In particular, some of them work under the authority of the UN and UNESCO. Their volunteers work everywhere: in areas with military conflicts, environmental and humanitarian disasters. They carry out construction work, provide humanitarian, medical and psychological assistance, work with refugees, HIV-infected people, children and disabled people, and participate in educational programs. (Danilova, 2015)

For example, the organizations from 50 countries united by the Coordinating Council of UNESCO annually hold more than 500 international youth work camps. The purpose of each volunteer camp is to help a country, a city or a village in the implementation of any project that will improve the situation in this place. Such activities are especially popular in England, Germany, Spain, France, Finland, Switzerland. An average participant of a camp is a student who wants to spend vacations actively, with positive impact and support to others.

The biggest organization that realizes volunteering exchanges in the EU is European Voluntary Service (EVS). EVS was founded in 1996. Since that EVS has provided more then 100 000 young people with voluntary opportunities such as activities in the field of environment, arts and culture, activities with children, young people or the elderly, heritage or sports and leisure activities. Each project has 3 partners: a volunteer, a sending organization and a host organization. The project has to take place in a country other than where the volunteers lives, is non-profit-making and unpaid and lasts for a limited period (maximum 12 months).

In 2014, EVS became part of the Erasmus+ Program. Within the 2014–2020 Erasmus+ programming period, 100 000 volunteers are expected to be involved. Currently, around 5200 organizations from 55 countries are involved in EVS.(EVSOfficial Web-site)

The EVS projects influences a lot on a participant, an organization and a local community.

Participant	Organization	Local Community
•Personal and social development; •Learning and competence development; •Improved employability and career prospects; •Increased participation in civic and political life; •Stronger sense of belonging to the EU; •Further mobility; •Increased intercultural learning and dialogue; •Improved social inclusion and solidarity.	•Organisational development; •Internationalisation of the organisation.	•Improved social inclusion of direct beneficiaries; •Community cohesion.

Figure 2. Benefits from EVS projects (EVS Report, 2017)

The majority of current EVS volunteers (96%) estimated the experience as profitable for their personal development. Around 80% of the EVS alumni say that they feel more committed to inclusion issues related to people with fewer opportunities and in general to work against discrimination.

EVS works not only in the countries of the EU, they also have their offices or partners in other countries. There are several organizations in Russia that help to participate in EVS projects.

Another big international organization is AIESEC. AIESEC (International Association of Students in Economic and Commercial Sciences) is a youth-run non-profit organization that provides young people with leadership development, cross-cultural internships, and volunteer exchange experiences across the globe. AIESEC has about 27 000 members in 127 countries. Moreover, annually 23 000 young people participate in AIESEC international internships. In Russia AIESEC works in 16 cities, cooperates with 150 universities and unites around 2 000 students and recent graduates.

All AIESEC members get acquainted with the organization, attend educational and integration seminars and trainings and only then begin to take responsibility in a certain area. This means that the young person chooses the area which they are interested in and want to gain experience. It can be organization of international internships, search for partners, HR functions, organization of conferences, round tables, etc.

AIESEC has 3 exchange programs for young people:
- Global Volunteer provides voluntary educational, cultural or ecological internships that lasts from 1 to 3 months;
- Global Talent provides paid professional internships that lasts from 3 to 12 months;
- Global Entrepreneur provides short volunteering internships in Start Ups or small businesses.(AIESEC Official Web-site)

AIESEC is run by only young people, usually students. It is a great opportunity for them to try themselves in different fields, gain unique experience in international environment, travel and make an impact for global society.

Such international projects cover a wide audience and are beneficial not only for volunteers' personal development, but for society, infrastructure, local organizations and communities. People involved in such

activities can become more open-minded, respectful, tolerant and peaceful. After coming back they share their experience with other people and motivate them to do the same.

CONCLUSION

Civic participation is an important part of a development of any country. It demonstrates a high level of democracy and freedom in a state. As the analysis of some statistics' sources shows, while the participation in civil society, especially among young people, is quite progressive in some countries of the European Union (Sweden, Finland, Denmark, Netherlands, Austria, Belgium), in some other countries (Romania, Bulgaria, Croatia) the situation is opposite. This confirms that the state of civil society is heterogeneous in the EU countries. The situation in Russia is similar to the countries with low civic participation.

Despite all the differences, there are some common trends in the NGOs and volunteering development in Russia and the EU:

1). The EU institutions and the government of Russian Federation declare youth involvement in civil society as a key element of the policy.

2). Participation in civil society is promoted now at all the levels: transnational, national, regional, local.

3). Involvement in volunteering activities, the volume of charitable donations and the level of trust in NGOs are almost the same.

4). The most popular voluntary activities are sport, cultural activities, social projects, activities improving local community.

5). The international NGOs cooperate and promote opportunities to volunteer abroad.

The participation in any volunteering action has a positive impact on all the participants. It helps to understand each other better, to improve skills, to get useful experience. Participation in NGOs demonstrates more serious and conscious approach to make a positive influence on the society and the state or region. Such civil consciousness leads to the formation of new society based on general identity, high level of mutual respect and mutual understanding.

International NGOs became an important part of a social life in a globalized world. The significance of such organizations is particularly noticeable in the current political tensions. Under the conditions of EU political and economic sanctions against Russia, the informal interaction of young people is one of the main ways of conducting intercultural dialogue. International organizations promote the rapprochement of cultures, the desire for peace and solidarity, as well as the formation of general identity.

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"Investing in Youth for a Sustainable Future"

Stream: **Political Sciences**

WAVES OF KOSOVAR MIGRATION

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ABSTRACT

The purpose of this research is to analyze and categorize the Kosovar migration phases. Knowing that the factors affecting migration can be: Impact factors and Attractive-inducing factors, other reasons that cause migration can be: providing a better economic future, higher standard of living, education, political reasons, family reunion, others. Kosovar society is known for continues migration, while it all began in the late 1960s and early 1970s and thus was divided into four phases:

A). The first phase (1960-1988) is characterized by the emigration of workers mainly to Germany and Switzerland. These immigrants came from rural areas with little to no educative experience.

B). The second phase (1989-1997) is characterized by the migration of young educated men coming from villages and cities. These men fled from Yugoslav military service, especially during 1992-1995. After the collapse of Kosovo's autonomous status in 1989, Albanians were massively excluded from work. This had the effect that during that period there would be even more migration for economic reasons.

C). The third phase (1998-1999) is characterized by forced emigration or otherwise the group of refugees of war. In this period we have massive displacement of the Kosovar population in neighboring countries: Albania (45%), Macedonia (30%), Montenegro (15%). After June 1999 Kosovo had a massive return of the displaced population. According to IOM, the number of returned migrants in Kosovo during the period 1999-2007 was 191,731.

D). The fourth phase (2000-2007) is characterized by illegal immigrants. In 2007, about 73% of Diaspora members migrated before the war, and 27% after the war.

From the data on migration reports with emphasis in the 1990s, many reasons and attitudes of our people were revealed. It is very important that the consolidation of collective memory be permanent and documented. Kosovo's massive migration is an indication of the socio-economic reasons of leaving the citizens of their country, and especially as the main reason we have the fight. Despite the unwanted escape from the country, the emigrating citizens were always at the service of their country, and most importantly, their return to the homeland was in great numbers.

Keywords: Migration, homeland, refugees, war, illegal, socio-economics, politics.

1. DEFINITION OF TERMNOLOGY

a). Migration implies moving of the population, or changing habitats
b). Emigration means the removal of the population from the settlement
c). Immigration means the arrival of the population from another settlement

In the territorial-administrative aspect the migration is divided to:
a). National and international emigration
b). National and international immigration

2. PURPOSE OF MIGRATION

Factors affecting migration can be:

a). Impact factors
b). Attractive-inducing factors

Other reasons that cause migration can be: providing a better economic future, higher standard of living, education, political reasons, family reunion, others.

3. HISTORY OF KOSOVAR MIGRATION

Kosovar emigration began in the late 1960s and early 1970s and was divided into four phases:

1). The first phase (1960-1988) is characterized by the emigration of workers mainly to Germany and Switzerland. These immigrants came from rural areas with little to no educative experience. The first immigration wave to Germany occurred in 1968; they moved due to economic issues and worked mainly in the industry.. Due to the political situation in Kosovo, the number of immigrants grew drastically in the mid 80s. According to German Mikrozensus data there were 323.000 migrants from Kosovo and 70.000 foreigners with Albanian nationality living in Germany at the end of 2015. Currently, the cities with the largest population of Germans of Albanian descent are the metropolitan regions of Berlin, Hamburg, Munich and Stuttgart. Most of the immigrants children turned out to become successful due to the possibilities and the access to education given from the German state, including people form art, entertainment, sports and even politics. Among of them we list: ZanaRamadani, German politician, feminist activist and author; Miriam Cani, Singer and member of the Preludes; BlerimDestani, actor and film producer; MergimMavraj, ShkodranMustafi, Luan Krasniqi, EnisBunjaku, all professional sport players.

2). The second phase (1989-1997) is characterized by the migration of young educated men coming from villages and cities. Albanians as the Third largest ethnic group in Yugoslavia, had no constitutional right for Independents, and around 500.000 Albanians living in Macedonia and Montenegro, where denied education in Albanian language, in addition to that they immigrated to Kosovo to be able to study in Albanian. The Yugoslavian capital of Albanian citizens was Prishtina. Albanians were massively excluded from work. Around 1992-1995, a vast majority of Albanian men flew to Yugoslavia to give their military service. This had the effect that during that period there would be even more migration for economic reasons.

3). The third phase (1998-1999) is characterized by forced emigration or otherwise the group of refugees of war. In this period we have massive displacement of the Kosovar population in neighboring countries: Albania (45%), Macedonia (30%), Montenegro (15%). After June 1999 Kosovo had a massive return of the displaced population. According to IOM, the number of returned migrants in Kosovo during the period 1999-2007 was 191,731. After the war, a list was compiled which documented that 13,517 people were killed or went missing during the conflict.The Yugoslav and Serb forces caused the displacement of between 1.2 million to 1.45 million Kosovo Albanians. Around 200,000 Serbs, Romani and other non-Albanians fled Kosovo during the post war period.

4). The fourth phase (2000-2007) is characterized by illegal immigrants. In 2007, about 73% of Diaspora members migrated before the war, and 27% after the war. Illegal migrants from Kosovo without documents arrived at the Hungarian border via Serbia which is the most illegal rout to enter the EU country.

4. EMIGRATION BY YEARS

The largest immigration abroad occurred in the 1990s, reaching a peak during the 1998-1999 war for which 51,728 residents (respectively 21,973 and 29,755) or about 13.6% of all Kosovar emigrants were reported. Also, the 1990s and 1992s are characterized by massive migration from Kosovo. In 1990 (4.9%) and in 1992 (6.03%). Year 2001 is characterized by less migration (1.7%).
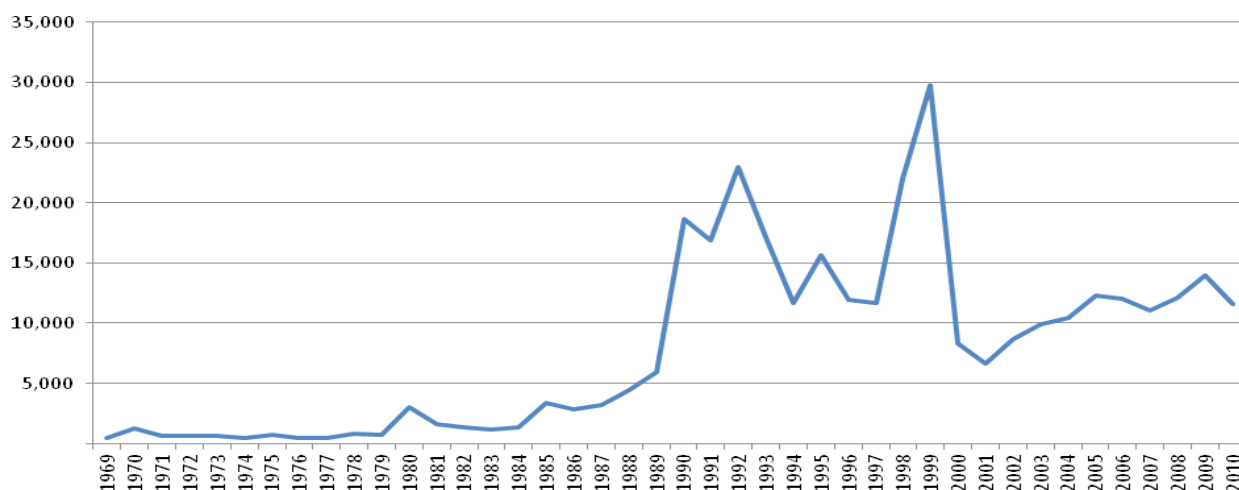
Figure 1. Emigration by years expressed in absolute numbers 1969–2010

5. PERIODS OF MIGRATION

The Kosovar population emigrated in different periods from Kosovo municipalities. The Gjakovars emigrated after the abolition of Kosovo's status in 1989 where they reached the maximum of the migration of the 1990s by 8%. The Mitrovicians emigrated with great influx in 1992 with 11%. Pristina had the highest emigration in 1999 with 13.4%.
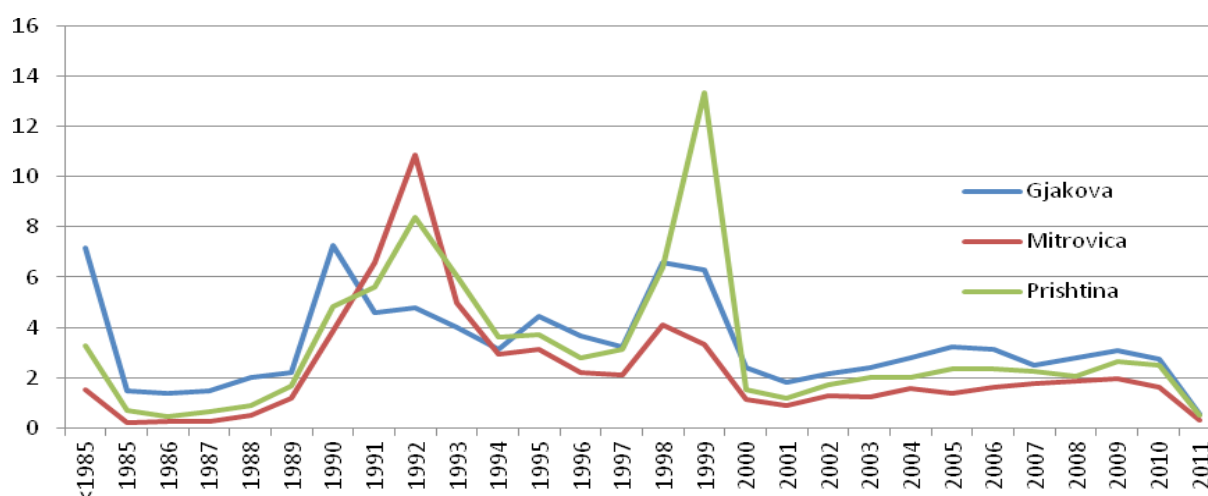

Figure 2. Emigration by years of the three municipalities with the largest number of emigrants

While the population from Prishtina, Gjakova, Mitrovica, Gjilan, Prizren, Peja emigrated before 2000, the population from Malisheva and Suhareka had high emigration after 2000. The reasons for emigration are the economic and social reasons (belonging to all periods) and the reasons political issues (belonging to periods prior to 1999). The years 1999 and 2000 mark the periods with the largest number of immigrants in Kosovo. In 1999, 15,688 people immigrated to Kosovo, while in 2000 they were 19,977. The lowest number of immigrants (returnees) was in 1991 and 1994 (1.37% and 1.57% respectively).
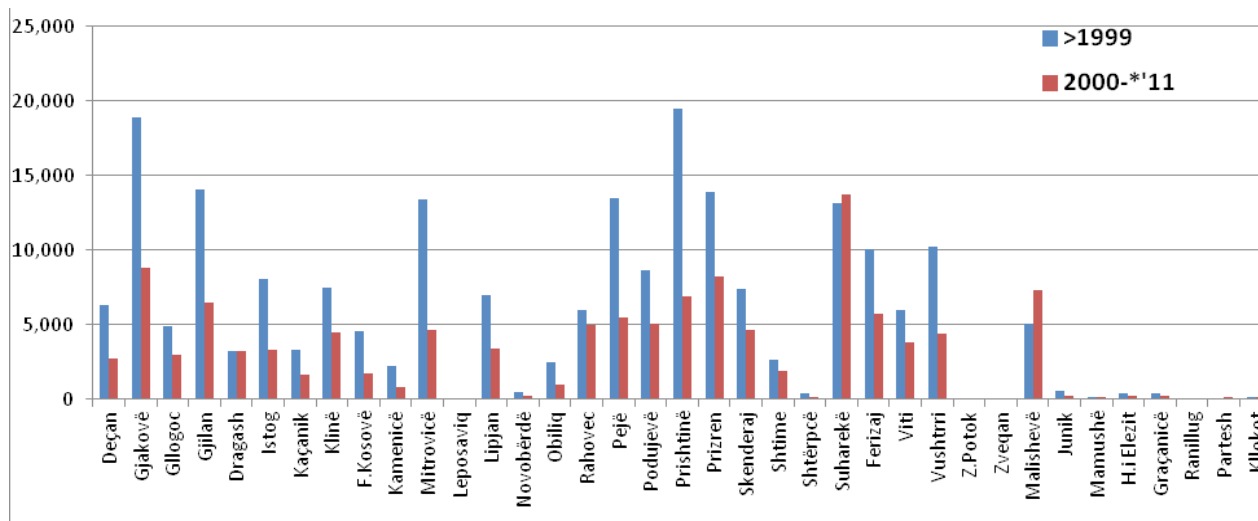
Figure 3. Emigration by time periods (before and after 2000)

6. DIASPORA INVESTMENT IN KOSOVA

Diaspora has been considered as an important part of Kosovo's economic system. Around 25% of businesses around cities of Kosovo were established with partial or full support from relatives living in diaspora, through: Cash with a percentage of 42.9%, Joint investments by 11.5%, Support in form of equipments and/or vehicles with a percentage of 6.5%, linking with companies work of which relies abroad by 0.7%, Educational help with a number of 3 percent, 21.8 % of them gave multiple answer, meaning that their help from diaspora comes in various ways, while 9% of them did not specify the kind of help.

International Development Agencies gave support to less than 2% of the businesses. While National Government is known for little to no help at all. 450 - 500,000,000 million euro in annual revenues are given to Kosovo by the diaspora, according to official statistics. Around 30 percent of households in Kosovo have access to international remittances , money or other goods. Even though Kosovar immigrants who help their relatives in Kosovo come from all over the world, the highest number is found in Germany with a percentage of 49% , and 24% in Switzerland. Remittances made 17,5 percent of country's GDP in year 2000 (275 million Euro).

In order to support the migrants, Kosovo Diaspora Agency had been initiated, according to the law is a responsible government body for diaspora members, which implements the protection of diaspora rights, giving them even the chance to vote without actually entering Kosovo, meaning by mail. The Kosovo Diaspora Agency is part of the office of the Prime Minister.

CONCLUSION

From the data on migration reports with emphasis in the 1990s, many reasons and attitudes of our people were revealed. It is very important that the consolidation of collective memory be permanent and documented. Kosovo's massive migration is an indication of the socio-economic reasons of leaving the citizens of their country, and especially as the main reason we have the fight. Despite the unwanted escape from the country, the emigrating citizens were always at the service of their country, and most importantly, their return to the homeland was in great numbers. We still notice the Diaspora population, which always works for the good of the country, with a desire to help the state's economic state. Here we also note collective solidarity, and a willingness to serve the communities of the country they belong to. The war really was a tremendous shattering of the population, forcing them violently to flee their country. Therefore, it is good that history should never be forgotten, repeated for future generations, cultivated a sense of care and solidarity, a feeling of peace and love, and in particular to cultivate a sense of memory of historical events over the years as a result of oppressive regimes . With collective memory, we can carry the emotion of important events across the generations leaving traces that we do not want to erase, because these events, these migrations, protests, war, house raids, arrests, political events, make a country of it is not just a territorial space, but a story behind it.

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HUNGARIAN MINORITIES IN ROMANIA, SLOVAKIA AND SERBIA THROUGH THE PRISM OF NATIONALISM

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ABSTRACT

After Trianon agreement, Hungary lost 2/3 of its territory. Nowadays we have Hungarian minorities in the neighborhood countries which used to be part of the Hungary – Romania, Slovakia, Ukraine, Serbia. The self-awareness of Hungarians in mentioned countries is different, but the common sense is strong identification with their Motherland. Since the governance of conservative (right) parties – Fidesz and Jobbik – the question of Greater Hungary is one of the major.

I would like to write paper about the position of Hungarians in Romania, Slovakia and Serbia because Hungarians form significant percentage of the population. I will focus on their self-awareness, integration, their relationship with Motherland and policy which conduct current government towards them.

In my presentation and paper, I would like to use Paul Brass theory of instrumentalism. I think in the case of Hungary there is continuing support for nationalism by the interests it is alleged to serve. Paul Brass points out the considerable flexibility of even such a historically stable form of identity as the ethnic one, which will also be amenable to "reconfiguration" under certain efforts and under the targeted impact of information systems. Their use allows within certain limits to stimulate and direct the development of the interests of ethnic communities and to influence their value orientations.

I will try to answer following questions: Does Hungarian government support nationalist organization in mentioned countries or it is just populism? In this case I would try to understand what the current Hungarian government is trying to achieve with these policies. In this case it would require an approach of political science. It is also important to find which purposes does such policy serves and what effects does it produces. Another question is it possible that minorities are used as a tool of influence to neighborhood countries? What are the actual relations between Hungary and neighboring countries where there are Hungarian minorities? Is the nationalist approach more rhetorical and whom does it serve, the minorities themselves or the political situation in the "motherland"?

Key words: nationalism, minorities, Hungary, instrumentalism, Trianon

"Of all defeated nations, the superior Hungarian nation has been given the most evil fate."

James Louis Garvin (1868-1947) British journalist, editor and author

INTRODUCTION

After Trianon agreement, Hungary lost 2/3 of its territory. Nowadays we have Hungarian minorities in the neighborhood countries which used to be part of the Hungary – Romania, Slovakia, Ukraine, Serbia. The self-awareness of Hungarians in mentioned countries is different, but the common sense is strong identification with their Motherland. Since the governance of conservative (right) parties – Fidesz and Jobbik – the question of Greater Hungary is one of the major.

This paper is about the position of Hungarians in Romania, Slovakia and Serbia because Hungarians form significant percentage of the population. I'm focusing on their self-awareness, integration, their relationship with Motherland and policy which conduct current government towards them.

In paper, I use Paul Brass theory of instrumentalism. In the case of Hungary there is continuing support for nationalism by the interests it is alleged to serve. Paul Brass points out the considerable flexibility of even such a historically stable form of identity as the ethnic one, which will also be amenable to "reconfiguration" under certain efforts and under the targeted impact of information systems. Their use allows within certain limits to stimulate and direct the development of the interests of ethnic communities and to influence their value orientations.

In the case of Hungarian national minority politics, it is also important to refer to Rogers Brubaker theory of "groupism". As we know according to him there is tendency to treat ethnic groups, nations as substantial entities to which interests, and agency can be attributed. Ethnopolitical entrepreneur which is Hungarian government uses Hungarian organizations in Romania, Slovakia and Serbia in order to follow its own agenda.

The issue of Hungarian minorities appears at the level of bilateral relations. The main Hungarian political ideologies agree that to promote Hungarian minorities remain on their land, and the preservation of their national identity in all possible forms (at the level of institutions, education, etc.) is a strategic goal.

HISTORY OF RELATIONS BETWEEN HUNGARIAN GOVERNMENT AND HUNGARIANS ABROAD

Geopolitical and migration processes of the late XX and early XXI century put forward the study of inter-ethnic interaction within states, which has recently been strengthened by the emergence of labor migration, which has given an even greater heterogeneity to the population in many European countries, among the most important scientific topics. According to leading demographers and economists (János,Kapitány, etc.), international migration is an important development resource for both host countries and countries of origin. The question of the status of ethnic groups living outside their homeland and the influence of the homeland on the ethno national policy of the host country arose before researchers and legislators. Prior to the emergence of labor migration, the following groups of ethnic minorities were usually identified in the territory of states: indigenous peoples, religious or national minorities, and the diaspora.

Particular interest is Hungary's approach to Hungarians living outside the determination of their status in Hungary, in neighboring countries. As it is known, after the collapse of the Austro-Hungarian monarchy following the First World War, in accordance with the Trianon Treaty concluded in 1920, the victorious countries proposed to Hungary, two-thirds of the pre-war territory and three-fifths of its population remained outside the borders of the former Hungarian kingdom, which amounted to about 3.5 million people. The Trianon Treaty, in the opinion of the researchers, contained for the country that had suffered defeat "the most terrible conditions from all treaties that were concluded after the war" (Alexuniu*et al.,*2009). In Hungary, this is still perceived as a great catastrophe in the history of the state (Shimov, 2002). In addition, according to rough estimates, in 1940-1950 more than 200 thousand people were forced to leave Hungary.

Now the total number of Hungarians in the world is about 13.5 million people. Most of them live in Hungary, where they are the main population of the country (9.5 million out of 10 million people); 2.5 million ethnic Hungarians live in contiguous countries - outside of their historical homeland, the former Austro-Hungarian monarchy, and 1.5 million in other countries around the world.

In 1919, a special committee of new states and the protection of minorities was created. It drafted a peace treaty with countries that fought against the Allied and United Powers. Article 93 of the Peace The treaty concluded between the Entente Powers (France, Great Britain, the USA and their allies) and Germany on June 28, 1919, provided for the provision that the acceding states should undertake to protect national minorities in their countries. The special treaty on national minorities was concluded with Poland. Similar treaties were prepared with Czechoslovakia, Yugoslavia, Romania and Greece (Kapitány, 2015). The purpose of concluding peace treaties prescribing the protection of minorities was to allow states, Austria and Hungary, to refer to so-called minority protection treaties and to lodge complaints with the League of Nations.

During the Soviet period, the association of Hungarians with relatives, even living in neighboring countries - the USSR, Romania, Yugoslavia, Austria and Czechoslovakia, was problematic, but with the Hungarian diaspora, who immigrated to the West or in the USA, was even more difficult. The policy towards Hungarians living in neighboring countries was conducted in the spirit of proletarian internationalism and the unity of the countries of socialism: in the framework of the so-called concept of automatism, according to which, in eliminating class contradictions and ensuring equal rights for ethnic minorities and the dominant population, the national question was resolved automatically. In the 1960-1970's on the part of Janos Kadar's regime, no significant attempts were made to protect the interests of ethnic Hungarians in neighboring countries, "there was a prevailing view that it was necessary to refer the problems of national minorities" who are citizens of the countries under consideration "to" the internal affairs and responsibilities of each of the countries "(Izhak, 2006). The actions of politicians were reduced to facilitating travel and development of cultural ties. Over

time, the Hungarian authorities have become more openly concerned about the Hungarians living in neighboring countries and showed that their interests were of concern to the country's leadership (Kapitány, 2015).

In the middle of 1970s. the concept of automatism under the influence of the deterioration of the situation of ethnic Hungarians was replaced by the concept of an interstate-interethnic "national bridge" (Izhak, 2006). It was based on the relationship between the home country and the country where the minorities lived. But it did not lead to an improvement in the relations between Hungary and the neighboring states, as some of them took Hungarian care for Hungary as an interference in their domestic policy.

In the beginning of 1980s under the influence of greater political independence of the state and the intensification of civil society, the leader of the Hungarian People's Republic, Janos Kadar, began to show interest in the situation of ethnic Hungarians in neighboring countries (Kapitány, 2015).

Changes in the political and public situation were reflected in the statement of the first Prime Minister of the new Hungary, Jozsef Antall, at the Third Congress Hungarian Democratic Forum on June 2, 1990 that in his heart he would like to be the Prime Minister of 15 million Hungarians (Shimov, 2002), that is, all Hungarians, regardless of the country of residence. His words, despite dividing borders, have become recognition of the unity of the Hungarian nation - the Hungarians living within their country, and the Hungarians in neighboring countries, and the Hungarians scattered around the world.

In the 1990s in relation to foreign Hungarians, Hungary pursued a so-called "bidirectional integration" policy - recognition, with one the need to promote the improvement of the situation of Hungarians in the state their permanent residence, effective and full participation in the socio-political life of their countries. On the other hand, the strengthening of the ethnic identity of foreign Hungarians, the upbringing of their sense of belonging to a single Hungarian nation.

During this period, Hungary showed a special interest in the situation of national minorities in its country, positioning itself as a historically established multinational state (János, 2015). In 1993, Hungary adopted Law No. 77/1993 "On the Rights of National and Ethnic Minorities," which was considered a standard in the protection of minority rights (János, 2015). According to it, the "national" group, which has been residing in the territory of the Republic of Hungary for at least 100 years, could relate to the status of a national minority, being in relation to the rest of the population in a numerical minority whose members are Hungarian citizens who differ from the rest of the population in their language, culture and traditions, and at the same time manifesting their unity and originality, direct their activities to preserve all the specified features, to express their interests and protect their historically established community. " Such right have been used by 13 ethnic groups: Bulgarians, Greeks, Croats, Poles, Germans, Armenians, Roma, Romanians, Ruthenians, Serbs, Slovaks, Slovenes and Ukrainians (János, 2015). Adopting the Law on the Rights of National and Ethnic Minorities, Hungarians expected on the basis of reciprocity to grant such rights (for example cultural autonomy) to ethnic Hungarians in neighboring countries: Ukraine, Serbia, Croatia and Slovenia, and especially in Romania and Slovakia.

In the years 1997-2000 scientists from Hungary, Russia and Ukraine made comparative study of public policy, in relation to compatriots and national minorities in these countries. Results are represented in the book "New Diasporas. State policy on attitude towards compatriots and national minorities in Hungary, Ukraine and Russia "(Kapitány, 2015). Particular attention was paid to the political context and legal aspects of regulation of the situation of compatriots and national minorities by the relevant states (Kapitány, 2015). At the same time in Hungary, and especially before the development of Law No. LXII / 2001 "On Hungarians, living in neighboring countries ", the status of foreign Hungarians, in particular the applicability to it concepts of the diaspora.

The democratic transformations in Central and Eastern Europe were accompanied by the mutual aspiration of states, freed from the influence of the USSR, to unite and join the main international organization: The North Atlantic Treaty Organization (NATO), the European Union (EU), the Council of Europe (CoE), the Organization for Security and Cooperation in Europe (OSCE). Each of the parties hoped to realize its interests in the political and economic spheres, ensure stability in the region and spread the generally accepted modern democratic European standards that are adopted at the level of the EU, the Council of Europe, the OSCE, towards persons belonging to national minorities, and create conditions for economic development and prosperity, belonging to a different cultural stratum.

With the accession of Hungary to NATO and the EU, Hungary finally joined the community of countries that support unified European values. Accession to the European Union was considered more important by the Hungarian leadership than joining NATO, since NATO as a military alliance was mainly concerned only with security policy, while membership in the EU ensured participation in the ever-expanding integrated political and economic integration of the EU members, in many respects even limiting the sovereignty of the incoming in it of the states (Shimov, 2002).

The European Union has not dealt with minority issues for a long time. But with the expansion of the EU in the east, emphasizing common interests in observing human rights, the issue of the situation of minorities became more urgent. Member states clearly wanted to define those conditions that should be observed, those wishing to join the EU, including in the field of minority protection. In determining these provisions, legislative acts, existing international and domestic practices were taken as a basis. In 1981, the European Parliament adopted a resolution of October 16, 1981, in which at that time the member states of the European Community called for the support of regional languages and cultures (Alexuniun*et al.,*2009). The growing importance of national minorities is also indicated by the fact that the European Community, in 1991, recognizing the independence of the states of Central and Eastern Europe as one of the conditions, called for the observance of minority rights (Alexuniun *et al.,*2009).

In Hungary, the idea of establishing the closest possible ties with their compatriots began to be used by supporters of its accession to the European Union, as well as support for membership in this international organization and neighboring countries. Most Hungarians believe that a single Europe, in which national states will gradually "dissolve", will bring their country to the disposal of the "Trianon complex" (Shimov, 2002). And the unification of Eastern Europe under one "roof" - as a very distant prospect - will lead to the restoration of the unity of the Hungarian nation within the existing interstate borders. European integration for Hungary represents another historic opportunity for the flourishing and reunification of the "cultural" Hungarian nation within Europe.

ARE HUNGARIANS ABROAD DIASPORA?

Discussion about the status and name of foreign groups of ethnic Hungarians, caused by doubts about the admissibility of classical term "diaspora", is reflected in the review article of the Hungarian researcher Endre Sik "Approximate calculations about the concept of "diaspora" and experiment mental observations of its application in the Hungarian context ", where an attempt is made to offer a common vision of the Hungarian scientific community. As the review shows, the majority consider it improper to use the term "diaspora" for Hungarians living in territories that have (under the terms of the Treaty of Trianon) outside the historical Hungarian state. In their representations, "the diaspora is the term used to describe scattered communities whose members are in search of a better life and form a small island among foreigners ... Any nation that does not have its own country forms a diaspora and is forced to live in constant vagrancy. ... The Hungarians have never wandered around the world for this reason and have always been attached to their native land, in connection with which they are not a diaspora, but a severed part of the nation ... Our diaspora consists of Hungarians who live in the west" (János, 2005).

In general, when discussing terminology in connection with the preparation of Law No. LXII / 2001 "On Hungarians Living in Neighboring States", many participants in the discussion, based on the classical understanding of the diaspora, were of the opinion that under the diaspora one should mean a group, which, regardless of the reasons, left its homeland. The author emphasizes that "the element of the migration movement is the only important criterion of the Diaspora", and this approach "one of the few points of the universal unanimity, which occurs in the literature about the diaspora". As Sik points out, in the Hungarian scientific and political literature the opinion was established that "all Hungarian people living in the Carpathian basin, from the point of view of dealing with issues of their policy, do not belong to the Hungarian diaspora". This opinion influenced the Hungarian legislation, which divided all persons living outside Hungary and declared their belonging to the Hungarian nation into two groups: compatriots (residing in neighboring states) and diaspora - in other countries, which arose as a result of emigration (János, 2005).

Law No. LXII / 2001 "On Hungarians Living in Neighboring States" divides ethnic Hungarians into two groups - those living in neighboring countries, with the exception of Austria, and the Hungarians in the rest of

the world. In the preamble of the law the status is defined as "Hungarians living in contiguous states", "Hungarians living abroad" (Alexuniun *et al.*,2009).

The law, according to the leadership of the authorities, was built on the principles of tour, and not politico-legal support of their compatriots. Approved it was given that the Hungarian side did not want to create political and legal relations between Hungary and its former citizens. The law aims to support compatriots, ethnic Hungarians, in order to preserve their identity and cultural and linguistic identity, while encouraging their birth on the ground. The goal of the Law is the formation of a single Hungarian "cultural nation", attracting Hungarians, citizens of other states, to the cultural and educational life of the historical Motherland and giving them certain benefits in these areas, as well as in temporary employment. By adopting this law, Hungary to a certain extent secured at the legislative level the statement of József Antall about the 15 million Hungarian nation.

Regret over the lost territories nowadays continue to feed nationalist forces and influence the domestic and foreign policies of the Republic of Hungary, its relations with neighboring countries - Ukraine, the Republic of Croatia, the Slovenian Republic, the Slovak Republic and Romania. The fact that Trianon's problem is relevant today is evidenced by the fact that after the proclamation of Kosovo's independence, ethnic Hungarians in March 2008 expressed demands for broad autonomy in Romania, Serbia and Slovakia (Lugosi, 2011).

HUNGARIANS IN ROMANIA

In Budapest's relations with Bucharest everything is much more complicated. And this is due to the so-called Székely Land. Regarding this region, which remains unrecognized by the Romanian authorities, the national-territorial autonomy of the Székelys (Hungarian minority) in Northern Transylvania, the representatives of the Hungarian political parties in Romania demanded that the status of the region should be reconsidered by adopting a corresponding statement. In this territory, which was part of the Austro-Hungarian Empire until 1918, 6.5% of the country's population live. It is not surprising that Hungarians demand autonomy, including cultural.

The Hungarians in Romania, unlike other neighboring countries, live not on the border with Hungary, but in the heart of the state. They are about 1.5 million people, but because of migration, this number is rapidly shrinking. Most of them are Szekely. After World War II a new territorial dispute arose about the ownership of this land. Soon in the areas of residence of the Hungarians appeared Romanian detachments, who began atrocities against Hungarians in the rear of the Red Army. After this, the territories of Transylvania were ruled by the Soviet military administration, and then Stalin nevertheless included the disputed territories in Romania. First there was a special Hungarian autonomous region (1952-1968), which the Romanians later abolished.

In the post-socialist period, immediately began a powerful Hungarian national movement - it needed autonomy to protect its identity. Hungarian activists repeatedly appealed to various authorities of the EU and the United Nations with a request to influence Romania. They argue that the Romanian authorities purposefully assimilate and economically discriminate ethnic Hungarians in Hungarian areas. There is less money sent from the budget, and local natural resources are under the direct control of Bucharest. In addition, after joining the EU, among the Hungarians, they deliberately began to resettle Moldovan migrants and Roma, trying to dilute the Hungarian majority.

It was from here, according to official data, Hungary received the newest citizens under a simplified procedure.

The Hungarians of Romania traditionally vote for the Democratic Alliance of Hungarians in Romania (DAHR), which plays a significant role in the political life of the country. The DAHR advocates the creation of the Hungarian national autonomy, the expansion of the scope of the Hungarian language in the administrative and cultural spheres (primarily in the field of education) and for the increase in the autonomy of local authorities. However, the DAHR does not have a clear political orientation, paying little attention, in particular, to economic issues. This is due primarily to the need to consolidate Hungarian voters to overcome the five percent barrier in the elections to the Romanian parliament.

On September 5, 2009, the National Székely Council of Romania (Hungarian public organization) unveiled a map of the future Hungarian autonomy. In response, Romanian nationalists defeated the office of the organization in Bucharest and official Bucharest did not recognize it.

Party leaders also voiced the requirement to equate the Hungarian language by its status to English. The reaction of Bucharest was predictable: the demand for secession was characterized as a manifestation of separatism. Actually, they said no. Neither regional, nor administrative, nor cultural autonomy of Hungarians. The Hungarians of Romania are represented by three deputies in the European Parliament (of the 33 seats allocated for Romania) - by two MPs from the DAHR, and by an independent MP Laszlo Tőkés. He, in particular, in 2008 welcomed the decision of most Western countries to recognize Kosovo's independence, calling it "a good model for part of Romania - Transylvania."

The speech of the leader of the Hungarian nationalist party Jobbik Gabor Vona, in 2013, during a Hungarian-language summer school in Harghita (Transylvania, Romania) provoked another diplomatic scandal between Bucharest and Budapest. Gabor Vona stated in the forum that in order to protect the interests of the Hungarians of Transylvania and their rights to autonomy, the Jobbik party is ready to take responsibility for the conflict with Bucharest.

Gabor Vona also supported the initiative of one of the Hungarian leaders of Transylvania, the Romanian Member of Parliament LászlóTőkés, to establish Hungary's protectorate over Transylvania, noting that the Jobbik party had already come out with a number of similar initiatives.

The Hungarian Ministry of Foreign Affairs stressed that Jobbik is an opposition party that "is not involved in the activities of the Hungarian government and does not share its responsibility." The Hungarian diplomatic department added that the official Budapest is committed to the principles and objectives of the Romanian-Hungarian strategic partnership.

July 25, 2015, the Prime Minister of Hungary Victor Orban visited Transylvania. As a result of the visit, the Hungarian Prime Minister posted on Facebook photographs of metal emblems and wooden badges engraved with maps, flags and heraldry of "Great Hungary", which were sold in Transylvania. The images provoked outrage in the Romanian Ministry of Foreign Affairs, which called Orban's actions a revisionism.

In addition, during his visit to Transylvania shortly before the Romanian elections in 2016, Orban brought upon himself the wrath of the Romanian government, saying that it does not help properly ethnic Hungarians, and called on them to vote in accordance with their interests.

The Hungarian-Romanian antagonism is a chronic process. Its further aggravation began on January 9, 2018, when representatives of the Democratic Union of Hungarians of Romania, the Hungarian Civil Party and the Hungarian People's Party of Transylvania, on behalf of the minority in the form of the Szekelys again demanded autonomy from Bucharest.

The ultra-right Hungarian group "The 64 Counties Youth Movement" on the night of January 13, 2018, made a provocation against Romania, covering the coat of arms of the neighboring country with the flag of the unrecognized autonomy of the Hungarian minority - the Szekelys.

HUNGARIANS IN SLOVAKIA

"Felvidek", that is, the Upper Land or the "mountainous part of Hungary", "Upper Hungary" - so the Hungarians called Slovakia when it was part of Austria-Hungary until 1918. This toponym is still used today by Hungarian nationalists when they talk about Slovakia. In the official speech on the use of this geographical name, however, there is an implicit prohibition. As the term of modernity, the word "Felvidek" is very popular among Hungarians who remained in Slovakia (in the southern regions, near the Hungarian border) a national minority that is not satisfied with its position.

Sometimes the word "Felvidek" was understood and understood not only by Slovakia, but also by Ruthenia (the current Ukrainian Transcarpathian region).

Hungarians and Slovaks are linked by long-standing contradictions and a long-standing common history. From the Slovak (and possibly partly Serbian) family came Alexander Petrovich, who later became Hungarian: the cultural affiliation with the ruling Hungarians gave much greater growth opportunities. Alexander Petrovich became known as Hungarian national poet Sandor Petöfi. He, as one of the leaders, participated in the Hungarian revolution of 1848-1849.

The friction between Slovaks and Hungarians intensified after the dissolution of Czechoslovakia (1992), when in the independent Slovakia prevailed the ascendant to the ethnic nationalism, the principles of "one state - one language" and "nation-state."

Sometimes the attitude towards the Hungarians acquired the character of discrimination. So, before Slavicization of names and surnames of ethnic Hungarians took place, Hungarian elementary schools with low attendance were closed for the purpose of "enlargement", resulting in the loss of local culture (Butora, 2015). Hungarian standards of education were lower than Slovak standards, which affected the enrollment in higher education institutions - in the 1990s. among the students there were less than 9% of ethnic Hungarians. A considerable part of the Hungarian population had to stay and work on the land, and they did not receive state support (Butora, 2015). In areas of ethnic stratagems, only 3% of Hungarians noted that they only speak Hungarian (the others know the Slovak language to some extent), whereas among Slovaks, the proportion of those who mastered the language of "neighbors" was only about 60% (Némethová*et al.,*2003).

In August-September 2009, the problem of Hungarians reminded of themselves in Slovakia. On August 21, the authorities of the country did not allow Hungarian President, LászlóSólyom to enter the city of Komarno to open a monument to the first King of Hungary, István.

This was explained by the anniversary of the invasion of Czechoslovakia in 1968 by the troops of the Warsaw Pact, in which the Hungarian troops also participated.

On September 1, 2009, a new law came into force in Slovakia, according to which in places where the ethnic minority is less than 20 percent of the population, the use of the minority language in official communication is punishable by a fine of up to 5,000 euros.

Hungarian organizations of Slovakia staged protests. Most–Híd, an inter-ethnic political party in Slovakia which stands for greater cooperation between the country's Hungarian minority and ethnic Slovak majority, also expressed their concern. The Hungarian government asked for help from international organizations. Slovaks respond that the law meets all EU standards.

In relations with Bratislava, the cornerstone is the theme of dual citizenship. In July 2010, Slovakia legally consolidated not only the deprivation of Slovak citizenship of those who have a passport of another country, but also provided for a fine of more than 3 thousand euros.

This decision Bratislava took two months after Budapest officially simplified the procedure for obtaining Hungarian citizenship. Hungary intended to raise this issue at the intergovernmental level.

HUNGARIANS IN SERBIA

Serbian Hungarians live compactly in the north of the country in the autonomous region of Vojvodina. As in other countries, Hungarian activists and organizations do not hide that they would like reunification with Hungary. In extreme cases, they agree to the emergence of the Slavic-Hungarian Republic - an independent Vojvodina without the rest of Serbia.

Vojvodina is the most developed region of Serbia. The region lying in the north of Serbia in the lower reaches of the Tisza is considered the main breadbasket of the country.

According to the 2011 census, the population of Vojvodina was 2 million people, of which Serbs - 66%, Hungarians - 13%, Slovaks - 3%, Croats - 3%. There are also Yugoslavs, Montenegrins, Romanians, Roma, Ukrainians, Ruthenians, Macedonians, Albanians, Czechs and Germans. In the region, six languages have official status: Serbian, Hungarian, Slovak, Romanian, Croatian and Ruthenian. The number of ethnic Hungarians in Vojvodina, an autonomous province of Serbia, hardly exceeds the 300,000 today.

Ethnic groups get on well with each other, which is a rare case for the Balkan region. The "secret" of the local population's exceptional tolerance for the Balkans is primarily due to the fairly stable economic situation in Vojvodina.

Most local organizations accuse official Belgrade of squeezing Hungarians out of the country and of "soft" ethnic cleansing of the Yugoslav civil war. Hungarian activists say that during the fighting with the Croats for Vukovar, Serbs forced them to migrate to Hungary, and their homes were used to resettle Serb refugees from

Croatia, Bosnia and Kosovo to the Hungarian areas. It is more likely, however, that the Hungarians were leaving simply because of their plight and unemployment.

In 1992, together with the Yugoslav Hungarians, the concept of a three-level autonomy for Vojvodina was developed, which Budapest then tried to put into circulation in international forums.

The Vojvodina model consists of three parts:

1. Personal cultural autonomy for any representative of national minorities, regardless of place of residence.

2. The introduction of self-government of national minorities on a number of issues in settlements, where its representatives constitute the majority of the population.

3. The creation of an autonomous district where the ethnic minority is predominant. In this case, the district's population could elect its representative body for a period of 4 years with the competence of the organization of economic and social spheres, justice, order protection, education and information.

Such a project, despite its apparent softness and balance, is fraught with the intensification of separatist sentiments among Hungarians living outside of Hungary, because autonomy will provide them with the necessary economic and organizational resources for consolidation and the creation of appropriate institutions capable of leading the struggle for secession. In other words, measures aimed at easing the contradictions and preventing conflict can, in the long term, stimulate separatist sentiments.

There are two types of political parties in Vojvodina. The first includes regional parties, which require greater autonomy for the region as a whole. The second is formed by Hungarian political organizations. In addition to raising the autonomous status of Vojvodina as a whole, they are in favor of creating a "Hungarian regional autonomy" in the northern part of Vojvodina, where the Hungarians constitute the majority of the population. In December 2005, some Hungarian parties demanded that negotiations on the status of the Hungarian minority in Vojvodina begin in parallel with negotiations on the final status of Kosovo.

The organization "Alliance of Vojvodina Hungarians" in 2007 stated that it requires expanding the autonomy available at the edge of Vojvodina.

This was done with a view to a referendum on secession from Serbia and a confederation with Hungary (although 70 percent of the territory is made up of Serbs). Hungarian nationalists have an alternative option - the division of the province between Serbia and Hungary.

In 2008 (with the submission of Hungarian deputies), the regional parliament adopted a new statute - the main law. According to it, the region will have its own Central Bank, the right to open its representative offices in other countries and international organizations and even the opportunity to conclude international treaties.

Although Hungarians in the Serbian state have rights that other countries can only dream of in their dreams (Hungarian is official in Vojvodina, there are numerous Hungarian parties, Hungarian-speaking television channels, festivals), they want even greater autonomy. With the support of Budapest, the idea of creating a Hungarian national district with the center in the city of Subotica became popular on the territory of the autonomous region. In addition, Hungary, as in other countries, began mass distribution of their passports. The Hungarians of Vojvodina demonstrate great activity in obtaining dual Hungarian citizenship. By January 1, 2011, 8 thousand people registered at the consulate in the Novi Sad to receive documents. Hungarian activists many times asked the official Budapest to veto Serbia's accession to the EU, thus pressing Belgrade in favor of the Serbian Hungarians.

Friendly ties between Serbia and Hungary are cemented by large financial injections. Thus, in 2015 the Hungarian government allocated 160 million euros to the Serbian Hungarians for financial assistance - a figure that is twice the annual budget of the entire Vojvodina. The money is intended to help farmers and entrepreneurs with Hungarian passports, that is, their electorate.

On the eve of the presidential elections in Serbia, the leader of the Alliance of Vojvodina Hungarians, Istvan Pastor, met with Hungarian Prime Minister Viktor Orban, who welcomed the intention of the Serbian Hungarians to support the candidacy of Alexander Vucic. In April 2018 was elections in Hungary, and who was supported by Serbian Hungarians is not difficult to guess. By the way, dual citizenship in Serbia is legal, and the government has nothing against mass extradition of Hungarian passports.

Because of the influx of migrants into Europe who are trying to get to the more developed northern countries through the Balkans, Hungary decided to wall out from Serbia. Inside the Hungarians abroad and in Budapest, this caused heated debate - formally fencing off from Serbia, Hungarians are in fact building a wall between themselves and their compatriots.

EFFORTS OF HUNGARIAN GOVERNMENT TOWARDS HUNGARIAN MINORITIES ABROAD

FIDES, led by Viktor Orban, openly calls unfair the results of the First World War, as a result of which millions of Hungarians found themselves outside the ethnic homeland. The peace treaty signed by the victorious countries on June 4, 1920 in Versailles, cut off two thirds of the territory and one third of the Hungarian population from Austria-Hungary.
In 1998-2002, during the first Orban governance, a number of laws were adopted that strengthened the connection of the diaspora in neighboring countries to the ethnic homeland. In universities, quotas were introduced for students from neighboring states, and money was allocated from the budget for the maintenance of Hungarian schools there.

The decision taken at the same time about the simplified procedure for obtaining citizenship by Serbian, Slovak and Romanian Hungarians caused an international scandal. Slovakia and Romania applied to Hungary to the European Court, and the latter forced Hungary to abandon this law. The term "autonomy" is used consistently and casually by Hungarian officials. This is not a manipulation on their part, but a sound conception, a continuation of the general vision of modern Hungary headed by Viktor Orban.

In December 2004, Hungary held a referendum on the granting of citizenship to millions of ethnic Hungarians living outside Hungary. Although the referendum showed a slight advantage over the extradition of citizenship, the results were not recognized - due to low turnout of citizens.

In March 2009 Orban again started talking about the distribution of passports. "The moral side of this case is deeper than the political one, and this urgent issue is included in the program of our party, and we are ready to draft the corresponding draft law, because it is about uniting the nation," he said.

The European Union made it clear that it does not want to import historical problems and nationalist tension into the organization.

However, church leaders and center-right politicians condemned the reluctance of the Hungarian government to promote the national reunification process. This choir was joined by András Ágoston, chairman of the Democratic Party of Vojvodina Hungarians. He made it clear that Budapest had betrayed this Hungarian community. Another influential representative of ethnic Hungarians, Bishop László Tőkés from Romania, said: "When we talked about belonging to Hungary, we were treated as nationalists even during the communist regime of Janos Kadar. But we are not nationalists, we just want to reunite with our Hungarian brothers "

In 2010, the Orban government expanded Hungary's legislation on citizenship by adding a paragraph according to which ethnic Hungarians in neighboring countries obtained the right to citizenship and, therefore, the right to vote. Since then, around 1000 000 newly naturalized external citizens. Close to parliamentary elections of 2018, Hungarian Prime Minister Viktor Orban called on Hungarians in other Central European countries to register for voting. 96,2 percent of non-resident voters supported Fidesz.

Opponents of Orban argue that he is simply trying to attract 1 million voters from Romania to reach the desired majority in parliament for his Fidesz party, which will allow them to amend the Constitution.

Hungarian government conduct different programs in order to support Hungarians abroad. Thus, program was also established for Canadian and American youth of Hungarian origin "ReConnect Hungary". It is aimed at helping the Hungarians in North America to form a sense of Hungarian patriotism, giving the opportunity to visit this European region and take part in volunteer programs.

Interestingly, the study tour is not limited to Hungary - participants also visit the Hungarian diaspora in Serbia, Ukraine or Slovakia to learn "how young Hungarians outside of Hungary retain their national self-determination and traditions."

Since 2017, the three-month program "ReConnect of Transylvania" has also been proposed. Its participants will work in a non-governmental organization in Transylvania from 3 to 6 months, "discovering the depths of their Hungarian origin."

If we compare efforts of Jobbik and Fidesz in terms of support of Hungarians abroad, we can clearly see that Fidesz policy is more successful. Both parties try to gain additional supporters amongst Hungarians in Romania, Slovakia and Serbia by promoting idea of Greater Hungary and promising taking care of Hungarians. Of course, Fidesz most of the time don't declare it openly. However, Fidesz does some activities which were mentioned above and gains votes, while Jobbik is still just promising by rhetoric's and populism.

As Paul Brass noted, ethnic and national identities become convenient tool at the hands of competing elites for generating mass support in the universal struggle for wealth, power and prestige. On the example of Hungary, we see that nationalism is used in order to gain votes, political power.

CONCLUSION

Today, about 3 million Hungarians live next door to Hungary, most of them about 2 million in Romanian Transylvania, about 600,000 in Slovakia, the rest in Serbian Vojvodina, in Ukraine in Transcarpathia, in Croatia, Slovenia and in the Austrian land of Burgenland.
They are all united by one culture, but ethnic Hungarians believe that their Hungarian heritage is not recognized, because they have not yet been given Hungarian citizenship.

As you can see the position of Hungarian minorities is pretty similar in Romania, Slovakia and Serbia. They still have nostalgy for Hungary. Organizations of Hungarians minorities in mentioned countries try to do as much as they can in order to establish Hungarian autonomy, to promote Hungarian language and schools. Leaders of these organizations sometimes allow themselves provocative speeches or conduct inappropriate actions.

Concerning the role of current government, we can see that they try to support nationalist organizations, although sometimes they deny it. Hungarian officials meet with the leaders of organizations. However, we can also say that support from government in this case is a form of populism – especially before elections of 2018. Fidesz was trying to achieve more votes from Hungarians abroad and most of them support it.

Despite the problems with minorities, Hungary maintain good relations with Slovakia, Serbia and Romania. With Slovakia and Serbia, Hungary has the same goal – anti-refugee policy. Hungary and Romania (as well as Slovakia) are both in the European Union and NATO. Hungarian minorities are not used by Hungarian government as a tool in order to influence mentioned countries. They are rather used in order to achieve votes or to press on the EU.

To sum up, Hungarian governmental policy towards foreign Hungarians is based on three foundations.

The first foundation is state support for the development of the national culture and education of foreign Hungarians, the functioning of Hungarian-speaking schools, classes, faculties and institutes, cultural societies and public organizations.

As for the Hungarian language, it is an unconditional priority for the official Budapest. Therefore, the government does not spare money for all kinds of programs to support Hungarian-language media abroad, language courses.

Implementing such projects, the Hungarian government seeks to achieve not only humanitarian goals, but also to find, mentally prepare and attract new qualified workers to Hungary.

The second foundation is the right to dual citizenship, which results from the introduction in May 2010 of a simplified procedure for obtaining a Hungarian passport for ethnic Hungarians.

According to official data, which in early 2015, the Hungarian state secretary, responsible for national policy in the Hungarian government, according to a simplified procedure, Hungarian citizenship has already received 670,000 people. 66% of the new Hungarian citizens are from Transylvania, 17% from Vojvodina, and 14% from Transcarpathia, then the minister clarified.

The third foundation is the protection of the interests of foreign Hungarians through their representatives in the representative authorities of the countries where they live.

This is connected with the activation of the work of socio-political organizations of foreign Hungarians, who for the election period perform the role of political parties and nominate their candidates for deputies of various levels. Over the past 3-4 years, the official Budapest has begun to coordinate the work of these organizations centrally, to ideologically accompany, support and monitor them.

In Serbia - the Alliance of Vojvodina Hungarians, in Romania - the Democratic Alliance of Hungarians in Romania (DAHR), in Slovakia - Most - Híd. This also proves the theory of instrumentalism, that nationalism is by definition a political movement and requires healthy organization, skilled leadership and resources to compete effectively in the system.

The idea of autonomy of foreign Hungarians under the patronage of Budapest should provide Hungary with the status of a regional leader of the EU in the Carpathian basin - this is openly spoken in Budapest.

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POLITICAL INVOLVEMENT AND DECISION MAKING OF YOUTH

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ABSTRACT

This article is devoted to the political absenteeism of youth, and its negative impact on the political development. The research emphasizes the importance of finding new ways to promote the political participation among young people, suggests multiple solutions to this issue. The article is focused on different political situations, where the youth participation or lack of determined the final outcome. Development of society depends on the position of the young generation. Young people have enormous innovative potential, which is the source of current and future changes in public life. The increasing role of young people in society is a natural tendency, which is becoming clearer nowadays, in the era of globalization and interconnectedness. Opposition parties now are seeking new ways to involve more youth in the political process. One of them is a Political Uber, created by Dmitri Gudkov and Maxim Katz. The Uber is very simple, it creates an online quest for people who want to become candidates on the local elections, and helps them to get all the paperwork done. Also, it helped to crowd fund the campaign and to find volunteers who helped with the agitation. Systems like Political Uber help young people to make a good political campaign get elected and get started on the long path to a career in politics. But not only the opposition is trying to involve the youth, the government is also seeking for a variety of methods of youth involvement in politics. State parties and public organizations connected to the government have increased their work with the young electorate.
All the work done has certainly brought some results, but the problem will not disappear if does not fix the causes, that is why our aim was also to study the reasons why youth is not interested in politics and what factors prevents young people from participating. Taking care of these factors, the state provides a sustainable future for the country and its residents, because young people have a key place in the society. This is an age group, which eventually will occupy leading positions in the economy, politics and social spheres of society. Young people can be a creative voice, dynamic source of innovations. So it is important to get them involved as early as possible, in order to gain experience, which will be necessary for their future work.

KEYWORDS: YOUTH, POLITICAL PARTICIPATION, SOCIETY, INVOLVEMENT, ABSENTEEISM

«Youth should be given a chance to take an active part in the decision-making at local, national and global levels» — United Nations Secretary-General, Ban Ki-moon

INTRODUCTION

In our project, we decided to focus on the problem of political involvement and decision making of the youth, because nowadays, in the age of apathy and right-wing populism, the youth is becoming a prominent figure on the political scale. The problems of integration of young people in social and political life have always been in the center of attention of politicians and the scientific community. Only social active young people can be a reliable base for building a civil society and democratic state. That is why it is particularly important to increase the desire of young people to interact with public authorities in order to solve urgent problems in modern society.

Political apathy, absenteeism is becoming common everywhere. Low level of political participation of young people is widespread not only in Russia but also in the developed democracies of the European Union. Unfortunately, political absenteeism is one of the main problems of public consciousness. It is defined as the evasion of voters from voting in elections, or political behavior, which is characterized by inaction, that is, evasion of any political participation[41].Absenteeism can be an indicator as the loss of people's trust in the political system or the loss of interest in political activity. It can pose a serious threat to the legitimacy of the authorities, resulting in either to complete political apathy or extremism. Generally, there are two types of absenteeism: active and passive. Passive absenteeism is a result of low levels of political culture, as a result of people not understanding the importance of the political process, they tend to renounce of taking part in any political activity. Active absenteeism, on the other hand, comes in a type of political protest. Active absenteeism takes place when a person, who doesn't like any of the candidates on the ballot, or disagrees with the question of the referendum, deliberately refuses to vote. The problem with active and passive absenteeism is, that it is impossible to determine, how many people refused to vote due to their political views, and how many, due to the lack of understanding of the political process. And politicians use this problem, to claim that all the people who didn't vote, are, in fact, their supporters. For example, famous Russian opposition politician Alexey Navalny, after being denied access on the ballot during last presidential elections, called for a boycott and afterward claimed that the majority of the people who didn't vote were his supporters. Most of the countries have to deal with absenteeism and look for different ways to overcome it. For example, the introductions of a mandatory vote, that is, the legal duty of voters to participate in voting. It is used in Italy, Australia, Belgium, Greece, Turkey, Argentina, Egypt. Also, promotion of electoral activity through the use of the method incentives. This method is common in Andorra. People who came to the polling station get a glass of wine or a small cash reward[42]. Speaking of this matter, there is another phenomenon such as political apathy. Unlike absenteeism, political apathy is indifference to politics. This is the life position of an individual in relation to the political events around him.

These problems will cause negative consequences in the future. Development of society depends on the position of the young generation. Young people have enormous innovative potential, which is the source of current and future changes in public life. The increasing role of young people in society is a natural tendency, which is becoming more clear nowadays, in the era of globalization and interconnectedness. Young people have a strong influence on the election outcomes; they made an astonishing victory of the Labour Party possible. More than 60% of the youth were supporting the Labour party, the polls showed before the 2017 General elections. In 2015, voter turnout among 18- to 24-year-olds was estimated to be 43%, compared with a 66.1% turnout overall. In 2017, YouGov puts the youth turnout at 58%. And 63% of 18-29-year-olds, according to YouGov were voting for Labour[43].This helped the Labour Party to gain 30 more seats, compared to the results of the previous elections.

The shocking results of the BREXIT referendum, were, on the other hand, made possible due to the low youth turnout. About 64% of registered voters aged 18-24 went to polls, but 90% of over-65s voted – the Guardian report states[44]. And the youth was mostly voting in favor of remaining - 75 percent of Brits 24 and younger voted for Britain to stay in the European Union, according to a YouGov poll. Whereas the over-65 who showed an incredible turnout was mostly voting to leave the EU. Also, the youth was a «game-changer» in Bernie Sanders's campaign. The Center for Information and Research on Civic Learning and Engagement, which conducts research on the political engagement of young Americans, compiled data on youth voting from 20 states. It classed youth voters as between 17 and 29 years old (17-year-olds can vote in primaries if they turn 18 before election day in some states) and found that more than 1.94 million young people voted for Sanders. These examples show the difference between systems «politics for youth» and «politics with youth». In fact,

[41] https://ru.wikipedia.org/wiki/%D0%90%D0%B1%D1%81%D0%B5%D0%BD%D1%82%D0%B5%D0%B8%D0%B7%D0%BC

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[44] https://www.theguardian.com/politics/2016/jul/09/young-people-referendum-turnout-brexit-twice-as-high

more young people voted for Sanders, than Trump and Clinton combined. In the primary election, Sanders dominated Clinton, among younger voters, even winning more than 80% of the youth votes in some states[45]. A research of Tufts University found, that more than 2 000 000 young people voted for Sanders in 21 states that voted by June 1. Clinton and Trump together managed to secure less than 1 600 000 youth votes. In fact, Sanders won about 29 percent more votes, among people under the age of 30[46].Politicians all over the world are realizing the importance of getting the youth vote, and are now trying their best to involve as many young people as it is possible, as their future depends on whether the youngsters will or will not support them.

Opposition parties in Russia are not an exception. They are creating different ways to get the youth involved. One of them is a Political Uber, created by Dmitri Gudkov and Maxim Katz. This system won four EAPC Polaris Awards. The Uber is very simple, it creates an online quest for people who want to become candidates on the local elections, and helps them to get all the paperwork done. Also, it helped to crowd fund the campaign and to find volunteers who helped with the agitation. This online system helped more than 200 people to get elected in 2017 local election, and it is planned to do the same thing in St. Petersburg's local election of 2019. The astonishing success story became a reality due to joint work of Russia's oldest liberal opposition party Yabloko, who endorsed most of the candidates, and the young people who created this project, and who were candidates in the election. Systems like Political Uber help young people to make a good political campaign get elected and get started on the long path to a career in politics.

But not only the opposition is trying to involve the youth, the government is also seeking for a variety of methods of youth involvement in politics. State parties and public organizations connected to the government have increased their work with the young electorate. First, it was the creation of youth organizations under the patronage of the presidential administration. Then they ran a parliamentary school, which was in fact, just a way to get youth to work with United Russia – the ruling party, and a bunch of youth forums, which were closely tied to the ruling party as well. And with the rise of protest in the streets, where more than 70% of the protesters were 18-30 years old, the government started increasing its online presence, creating different pro-state media sources including channels on YouTube and Telegram, and pages on other social media platforms. Most of the parties both ruling and the opposition have youth departments now, for example, "Yabloko" has "Yabloko youth" and the Communist party - "Komsomol".

We decided to ask a young Russian politician, vice head of Moscow regional department of Yabloko party, Kirill Goncharovwho was the candidate in both Moscow City Duma and State Duma elections, and managed to get more than 20% of the vote, and was the campaign manager for Moscow in the State Duma elections – why do democratic parties in Russia need to get the youth involved in political process. He suggested that it is very important because the youth is the most active social group. Young people are more dynamic and mobile in contrast to older generations, shaping their views now will bring results in the near future, and will help to create a strong civil society in Russia.

All these examples prove the hard work of the government to involve youth in politic life and why this is so important, but the problem will not disappear if the causes were not fixed. So what are the reasons that prevent young people from participating? Examining the myriad reasons why young people do not end up going to the polls is key, as understands the differences in those reasons given by youth of different backgrounds. We have identified the main, in our opinion, reasons for the low interest of young people in the political sphere of life. Firstly, this is a low educational level. Statistics prove that people without college experience show lower interest in this sphere of life than students with college experience. In our opinion, it happens because of lack of knowledge of legal culture, which means that they cannot fully understand political processes and participate in it. Secondly, distrust of the government. It is expressed in distrust of certain power structures, specific officials, state and municipal institutions. It can lead to the total disregard of the election. Thirdly,

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[45]Blake, A. More young people voted for Bernie Sanders than Trump and Clinton combined, The Washington Post. 2016.
[46]Kawashima-Ginsberg, K., Hayat, N., Kiesa, A. and Sullivan, F. (2016) Exclusive Analysis: Donald Trump and Young Voters. Center for Information and Research on Civic Learning and Engagement at Tufts University (CIRCLE), pp. 1-10.

most of the young people do not believe that their voice will make any changes. They think that the results of an election are already known in advance. The last reason we would like to say is the passive life position of young people, which is expressed not only in politics but also in all spheres of public life. This factor is the most important and significant for the state. Youth, not interested in their future, is not the most reliable support for the state. All these reasons reveal actual problems in different spheres of life. We strongly believe that by eliminating these causes, we will overcome the problem of youth disinterest in politics.

The prevalence of the phenomenon of low political participation of Russian citizens is due to the instability of the economic and the political situation of the country. Officially, the Russian Federation is a democratic state, but such problems as a high level of corruption among government officials, a low living standard of the population make people doubt the true democracy of the state. And the state is not doing anything to make people believe that their vote matters, as election frauds became a common sight in almost all of the polling stations in the country. An election monitoring organization, Golos, aid it registered more than 1,500 violations in regions across Russia, during the 2018 presidential elections, numerous cases of people stuffing ballot boxes at polling stations, including near Moscow, were recorded on cameras set up by the authorities to ensure a transparent vote[47].And the poll workers are not being trusted either. As it is shown in Figure 1, more than 70% heads of commissions, who in particular, possess more powers, influence, and discretion than regular poll workers: Whoever has control over the commissions' officers also has more control over the commission in general, are controlled by United Russia – the ruling party.
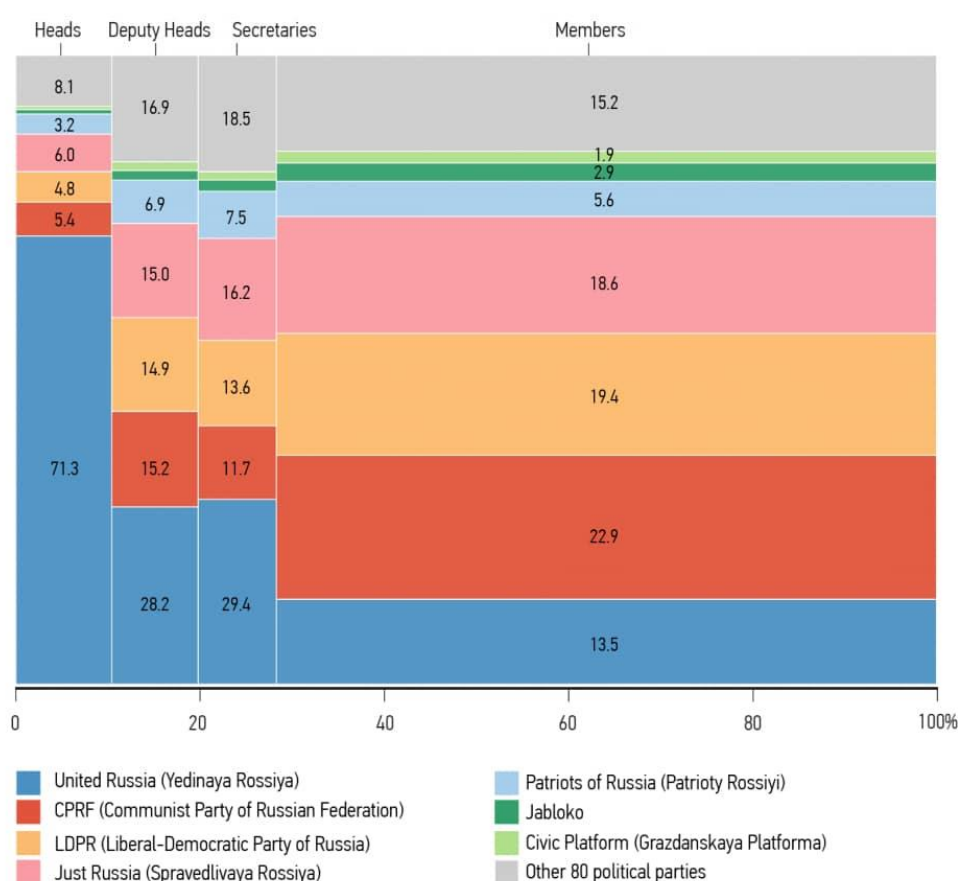
Figure 1. Number of poll workers by political parties and positions

The vast majority (nearly two-thirds) of the 355,000 poll workers are "budgetniki" (from the word "budget") — workers who get their salaries from the state. This means their bosses — higher-ranking school administrators and bureaucrats, heads of enterprises and commanders — can easily push them to commit

[47]Meyer, H. (2018) Russian Observers Charge Fraud in Putin's Landslide Re-Election.*Bloomberg.*

illegal actions, electoral manipulations or fraud[48].The lack of trust, although quite reasonable, between the state and the voters is also one of the reasons of people not willing to cast their vote. on-participation in politics is also directly related to the level of political and, in particular, electoral culture of citizens. As it is known that most of the electorate is older people while young people do not show up at polling stations, although young people is approximately 28% of the population of the Russian Federation. The average percent of young people among the active electorate 10% less than other age groups. That is why the problem of passive political involvement of youth takes the first place.

Speaking of this matter, we could not leave without attention statistics provided by Tufts University in the United States. It shows the different reasons for not voting for people who had and had no college experience. These people are not only differently educated but also are of a different social status, as people without college experience are mostly ones who were not financially able to pay tuition fees. As it is illustrated in Figure 2, the most noticeable difference between these two groups of people in the last three graphs. It is shocking that such reasons as inconvenient location, long lines, no public transport to polling place are valid reasons for not voting. Based on this, we can make a conclusion that young people without college experience do not have sufficient knowledge about political life to vote and understand how important it is to be involved.
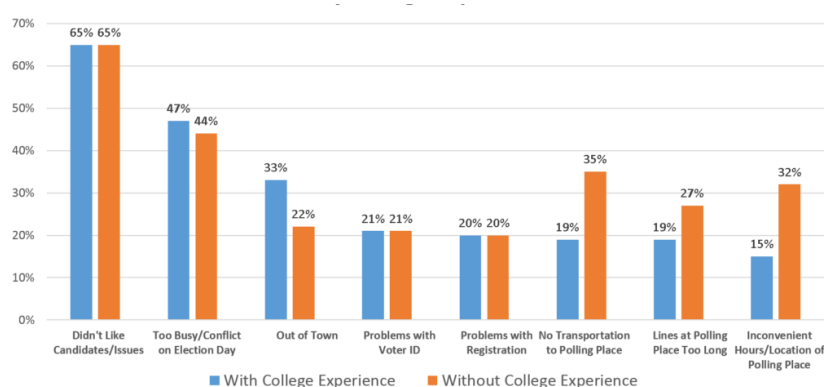
Figure 2. Youth reasons for not voting in 2016 presidential election in the United States, by college experience

Politics is not considered important or even remotely interesting by many young people, they think it is just a group of old people sitting in the parliaments and writing laws, but the thing they do not understand is, that those laws politicians write, those decisions politicians make, are directly affecting everyone's daily life. It matters of war and peace, that politicians are up to decide, and if the youth is not going to choose the right representatives, the views, progressive ideas shared by most of the young people will not be represented during the lawmaking process, and thus the decisions made, will not be progressive, but are likely to be rather conservative.

Young people have a key place in the society. This is an age group, which eventually will occupy leading positions in the economy, politics and social spheres of society. Young people can be a creative voice, dynamic source of innovations. But first of all, it is necessary to work on the reasons which lead to the low level of participation. If the state finds right ways to fix it, it definitely changes current situation, also, decrease negatives consequences including absenteeism and political apathy. The transformation of society is impossible without the active participation of youth potential. Mass absenteeism can easily "blow up" democratic mechanisms and lead to authoritarian trends in the political system. There are many ways of development in life, but to stay indifferent is not the right one.

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COMPARATIVE ANALYSIS OF THE PRESIDENTIAL STATUS IN THE SYSTEM OF STATE GOVERNANCE OF RUSSIAN FEDERATION AND REPUBLIC OF SERBIA

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ABSTRACT

The main objective of this article is the relation of the institution of the presidency in Russia and Serbia, their main similarities and differences concerning the scope of presidential powers in these countries.

The so-called "mixed" form of government first established in France, combines two main features of presidential and parliamentary republics – the strong head of state and the parliamentary control over the activities of the government.

Having carefully studied the main provisions of the Constitutions of Serbia and Russia, concerning the authority of the President, it can be concluded that, despite the fact that Russia's form of government is a mixed Republic, in a number of key provisions of the Russian model of governance, of course, tends to be a presidential republic. Its main feature is the control of the President over the formation and activities of the Government.

Unlike the President of the Russian Federation, the President of Serbia is significantly limited by the Parliament and the Government in the implementation of such of its authority as approval of the Government and its head, the right of dissolution of Parliament, the definition of the basic directions internal and foreign policy proposals of candidates for public office, proposals to change the substantive provisions of the Constitution, the Declaration of war and state of emergency, etc.

However, the legal status of the President of Serbia is not symbolic, since the President of the Russian Federation, it occupies a special position in the system of state power and is not included in the structure of one of them, elected in a General election, is the Supreme Commander, has the right of suspensive veto, etc. the Serbian President has fewer powers than the heads of state with a mixed form of government (Russia, France) but also quite large compared to the powers of the head of state in a parliamentary republic (Germany, Italy), however, the format of their use will largely depend on the nature of the personality of the President himself.

Keywords: The Republic of Serbia, Russian Federation, President, Government, separation of powers, competence of the head of state, system of public authorities, executive power.

1. INTRODUCTION

The main objective of this article is the relation of the institution of the presidency in Russia and Serbia, their main similarities and differences concerning the scope of presidential powers in these countries.

The article presents an analysis of the legal status of the President in system of public authorities of the Russian Federation and the Republic of Serbia.

The so-called "mixed" form of government first established in France, combines two main features of presidential and parliamentary republics – the strong head of state and the parliamentary control over the activities of the government. The Russian Federation and the Republic of Serbia in the form of government are the so-called "mixed" republics with a large bias towards presidential power in Russia, or to the side of the Parliament in Serbia.

The status and powers of the President of the Russian Federation defined by the Constitution of the Russian Federation, adopted 12 December 1993 Legal status of the President of Serbia is regulated by the Constitution of the Republic of Serbia, adopted on 29 October 2006 in a General referendum. In addition to the Constitution, the powers of the President are regulated by a special Law on the President of the Republic of Serbia.

The institution of the President of the Russian Federation over the past 25 years of contemporary history of Russia has been significant evolution in the direction of his fortifications, and gain dominance over the other branches of government. One of the intermediate objectives of this paper is to study the phenomenon of evolution of this Institute, rotating simultaneously with the form of government.

The institution of the presidency in Serbia, too, there is a little more than 25 years, but during this period he also completed certain stages of evolution in its development.

The article analyzes regulatory framework governing the powers of the President and the Government and their relations with the other Supreme state bodies in Republic of Serbia and Russian Federation.

This scientific article is based on the analysis of the Constitution of the Russian Federation and the Constitution of the Republic of Serbia concerning the legal status of the President, laws and normative legal acts of the Russian Federation and the Republic of Serbia, the theoretical tools and scientific publications.

In the preparation and writing of this scientific article uses the following methods and principles of research applied in modern science, for example, comparative legal method, formal legal (dogmatic) method, historical legal method, systems analysis, institutional approach, situational analysis, etc.

2. THE INSTITUTE OF PRESIDENT IN THE REPUBLIC OF SERBIA: CONSTITUTIONAL STATUS AND AUTHORIZATION.

2.1. History of the Institute of presidency in the Serbia

In Serbia, the institution of the presidency appeared much earlier than in Russia, but also in a situation when the Republic was part of a unified socialist Yugoslavia.

In 1953 amendments were made to the Constitution of Yugoslavia of 1946, which established the post of President. According to them, the President was elected by the National Assembly and could not be elected to that office more than two times. January 14, 1953, the first President of Yugoslavia was elected Josip Broz Tito.

In 1963 adopted a new Constitution, which still contained a limitation of presidential terms, but made an exception personally to Tito, who won the right to be re-elected indefinitely. Also, the new Constitution introduced the post of Vice-President, who was elected together with the President and replaces him in case of resignation, illness or death, but in 1967 the position was abolished.

In 1971, changes were made to the Constitution of Yugoslavia of 1963, which established a new

a collective body — the Presidium of the Yugoslavia, headed by the President of Yugoslavia, consisting of representatives of the Union republics and Autonomous regions of Yugoslavia. In 1974, adopted a new, third Constitution of the Yugoslavia, which proclaimed Tito as President for life. Also, the Constitution established that after Tito's death the post of President be abolished and its powers will exercise the presidency of the Yugoslavia, whose Chairman will be elected from among the representatives of the Union republics and Autonomous republics and replaced once a year in rotation. 4 may 1980, Tito died, and the aforementioned provision of the Constitution came into force. Further, as stipulated by the Constitution, the chairmen of the Presidium were followed once a year until 1992, when together with the collapse of Yugoslavia ceased to exist, and the presidency of the Yugoslavia.

In the process of disintegration of Yugoslavia, most of the former republics declared independence, Yugoslavia only Serbia and Montenegro. In 1992, together with the adoption of the new Constitution of Yugoslavia was re-established and the post of President, who is elected by the National Assembly for 4 years. In 2000, changes were made in the election procedure of the President of Yugoslavia, he is now elected not by the National Assembly and popular vote. The first and only President of Yugoslavia, elected at elections was Vojislav Koštunica. The institution of the President of Yugoslavia (then Serbia and Montenegro) ceased to exist with the proclamation of independence of Montenegro and the legal collapse of the Yugoslavia in 2006.

2.2. Institute of President of the Republic of Serbia: constitutional status and authorization

The Institute of President in Serbia was first introduced along with the adoption on 28 September 1990 the National Assembly of the Republic a new Constitution. According to her, the President was elected in General elections for a period of 5 years and no more than two terms. The first presidential election was held on 9 December 1990, the victory was won by Slobodan Milosevic.

According to Constitution of Serbia of 1990, the President provided for a broader list of powers. For example, the President had the right to provide candidates for the post of Prime Minister on approval of the National Assembly taking into account the views of the representatives of the parliamentary majority. At the same time, this view was worn by an Advisory character and was not obligatory for the President of the Republic with the choice of candidates for the post of Prime Minister. Secondly, the President was empowered to dissolve the National Assembly on the basis of a reasoned proposal of the Government. Also, the President had the exclusive right of nomination for judges of the constitutional Court, as well as their Chairman, for subsequent approval by the National Assembly.

Thus, in the model of the Constitution of Serbia of 1990 though and was declared the transition to the principle of separation of powers, was dominated by the advantage of the Institute of presidential power (President of the Republic) and Executive power (Government) over the legislative power (National Assembly). Full call such a form of government parliamentary is not possible, although the provisions of the Serbian Constitution of 1990 declared it.

These contradictions were resolved in the new Constitution of Serbia, adopted on 29 October 2006 in a national referendum. According to article 4 of the Constitution of Serbia in accordance with the principle of separation of powers, the system of bodies of state power divided into executive, legislative and judicial powers. Legislative power is exercised by the Parliament (National Assembly), Executive - Government, judicial – constitutional court, Supreme court of cassation and the courts of General jurisdiction. Thus, the President is not included in one of the branches of the government of Serbia. The President of Serbia is elected in General direct elections for a period of five years. The same person cannot hold the presidency for more than two consecutive terms. He as head of state in accordance with the Constitution is the guarantor of state unity and territorial integrity of the Republic of Serbia. The President is an independent political institution.

Despite the fact that the Government of Serbia is the highest state body of Executive power of the Executive power is exercised by the President of the Republic. So, the President determines in consultation with the Government the main directions of foreign policy of the state.

As the highest official, the President of Serbia carries out a number of Executive powers and powers related to the functioning of the Executive authorities. One of these powers is the appointment of the Prime Minister. The deputies of the national Assembly to provide the President a list of candidates for the post of Prime Minister, which often includes representatives of the political party with the most votes in parliamentary elections. The President submits approved candidate from the list provided to the deputies of the national Assembly. The government shall be considered adopted if it was supported by the majority of votes from total number of deputies. The term of office of the Government lasts until the expiration of the term of office of the national Assembly, which chose him.

The President in the selection of candidate for the post of Prime Minister in practice has to take into account the composition of the Parliament. In the case when the majority of the national Assembly are representatives of the party of the President, the President proposes candidates from her. Otherwise a parliamentary majority, forcing the President to form a government from the opposition.

The Serbian government bears parliamentary responsibility, which is implemented through the adoption of a vote of no confidence. The censure motion is adopted if it is supported by more than half of the total number of deputies of the national Assembly. The government alone can raise the question of confidence before the Parliament.

The imposition by Parliament of vote of no confidence means the immediate resignation of the government. In this case the President is obliged to initiate the procedure of choosing a new Government. If the national Assembly could not approve a new Government within 30 days after the adoption of the censure motion, the President of the Republic is obliged to dissolve the Parliament and appoint early elections.

The President is restricted by law has the right to dissolve the National Assembly, failing which the parliamentary parties in the allotted time to form a government, at the initiative of the government and its representatives from the ruling coalition if the very existence of the coalition is under threat and needed early elections.

In addition to the above powers, the Serbian President represents the state in international relations, appoints and revokes at the proposal of the Government, ambassadors to foreign countries and international organizations, appoints with the consent of Parliament judges of the constitutional Court, has the right to veto bills, grant pardons, confer the highest military and honorary titles, is the Supreme Commander of the Armed Forces of the Republic.

The President's powers shall be terminated early in the event of a Declaration of no confidence by Parliament, approved by a majority of not less than two-thirds of the votes of the members, or voluntary resignation. In these cases, the duties of the President until the early elections shall be the Chairman of the national Assembly, but not more than up to three months.

Exploring the contents of the competence of the President of the Republic of Serbia, concluded that the President occupies a special position in the system of separation of powers and exercise of the powers of the Executive. On the other hand, the participation of the President in making the most important state decisions limited by the Constitution as terms of volume and content of his powers.

3. THE INSTITUTE OF PRESIDENT IN THE RUSSIAN FEDERATION: CONSTITUTIONAL STATUS AND AUTHORIZATION.

3.1. History of the Institute of presidency in the Russian Federation

The establishment of a mixed system of government in the Russian Federation occurred under the influence of the U.S. Constitution 1787 and the French Constitution of 1958. However, due to political and economic specifics of Russia is characterized by greater dependence of government from the President.

The Institute of presidency in Russia dates back to March 15, 1990, when Russia still was part of the Soviet Union. At the III Congress of people's deputies was amended in the Constitution of the USSR, which for the first time in the history of the state to establish the institution of the President. According to these amendments, the President of the Union were elected in the General election for a term of 5 years. However, for the election of the first President, an exception was made, and it was to be elected directly at the Congress from among the deputies. On the same day as the first President of the USSR was elected Mikhail Gorbachev. Later in December 1990 also introduced the institution of the Vice-President. The institution of the presidency in the Soviet Union lasted little more than a year and ceased to exist with the collapse of the Soviet Union in December 1991.

After the establishment of the institution of the President of the Union, the question arose about the establishment of such a post in the Union republics. The first Institute of President was introduced in Kazakhstan in April 1990. Tellingly, the President was elected by Parliament, not in the General election. Then the question of the establishment of the post of the President was raised in Russia.

In June 1990 at the I Congress of people's deputies of the Russian Federation discussed the issue on introduction in Republic of a post of the President, but Congress initially voted against this option. But then, on the initiative of one third of MPs (constitutional requirement) the establishment of such a position was put to a national referendum.

The institute of President in Russia was first established on the basis of the results of the national referendum of 17 March 1991, where the overwhelming majority of citizens voted for the introduction of this Institute. About 70% of the voters supported the introduction in Russia of a post of the President. 24 April 1991, the Supreme Soviet RSFSR adopts laws "The President of RSFSR" and "Elections of President of the RSFSR". These laws together with the Institute of President was introduced and the Institute of Vice-President, who was elected together with the President in the national election. The election of the first President of Russia took place on 12 June 1991 the Victory was won by Boris Yeltsin.

According to the law, the President proclaimed the highest official of the Republic and the chief Executive. The President had the right to appoint and dismiss the Chairman of the Council of Ministers, but only with the consent of the Supreme Council. A separate provision of the act declared that the President's powers can't be used for the dissolution of the legally elected public authorities, otherwise they stop immediately. Under these authorities clearly understood the Congress of people's deputies and the Supreme Soviet of the Russian Federation, in the exclusive jurisdiction of which was determination of internal and foreign policy of Russia. That is, on the one hand, preserved the remaining from socialist times, a single system of bodies of state power in the form of Advice, on the other, proclaimed the principle of separation of powers and introduced the Institute of the President. Required the immediate adoption of the new Constitution, corresponding to the spirit of the time and nature of socio-economic reforms in the country.

It is these contradictions inherent in the Law "President of the RSFSR" and the Constitution of the RSFSR of 1978, contributed to a further constitutional crisis of power in the country and two-year conflict between the Executive (President and Government) and legislature (Congress of people's deputies and the Supreme Council), which led to armed conflict in October 1993, won the President Yeltsin. The Congress of people's deputies and Supreme Soviet was dissolved, were appointed elections to the new legislative authority – the Federal Assembly and the national referendum on the adoption of the new Constitution. From a legal point of view, President Yeltsin has undoubtedly violated the provisions of the current Constitution of the RSFSR in 1978, at that time was a hybrid of provisions of the socialist period and your changes and additions in the period of democratic reforms.

Adopted on 12 December 1993 at a national referendum by a majority of votes by the Constitution of the Russian Federation President was guaranteed a much broader scope of authority. Mention of the President as the chief Executive in the new Constitution did not reflect, hence the institution of the President took self-importance.

The new Constitution of Russia has granted all the wishes of the then President of Russia B. N. Yeltsin to strengthen the institution of presidential power and gave him all the necessary powers that were previously the exclusive responsibility of the legislature – the Congress of people's deputies and the Supreme Soviet. With the adoption of the new Constitution was made opposite the roll of a parliamentary-presidential Republic with a dominant role of the Parliament and is accountable to the President and the government to a presidential-parliamentary Republic with a dominant role of the President and weak Parliament.

3.2. Institute of President of the Russian Federation: constitutional status and authorization

The President of the Russian Federation shall be elected in the national election for a term of 6 years. According to the Constitution , the same person cannot be elected President more than two times. Until 2012, a presidential term was 4 years, but after the Constitution was modified. The President of the Russian Federation is the guarantor of the Constitution and the Supreme Commander.

In the conduct of the President, not the legislature, is the definition of the basic directions internal and foreign policy of the Russian Federation. The President has the right to initiate a referendum on the most important issues. The President has the right of nomination to the post of Prime Minister, President of the constitutional Court, the Attorney-General for approval by the chambers of the Federal Assembly. The President also has the right to early dissolution of the State Duma in the case, if that thrice rejects his proposed candidate for the post of Prime Minister. The appointment of other Ministers no longer require the consent of the legislature and the independently carried out by the President. The new Constitution was a complicated procedure of impeachment of the President from office.

With the election in 2000 to the position of President of the Russian Federation V.V. Putin began a new phase of strengthening of the institution of presidential power. And it didn't require making appropriate changes in the Constitution were sufficiently numerous changes in Federal legislation. In 2000, introduced the institution of Plenipotentiary representatives in Federal districts as a tool of presidential control over the heads of constituent entities of the Russian Federation, has changed the procedure of forming the Federation Council established the Council of State is an Advisory body consisting of representatives of the legislative and Executive authorities and heads of subjects of Federation. In 2005, were abolished direct elections of heads of subjects of Federation (returned in 2012 after numerous protest actions against falsifications on elections in the State Duma). The President of the Russian Federation has the right at any time to terminate the powers of the head of the Federation on their own or with the phrase "loss of trust".

In Russia the President not only determines the structure of the government, but also conducts the conversion of the entire system of Executive power. Unlike Serbia, the Prime Minister is subordinate to the head of state position, which, of course, exclude the occurrence of conflicts between them. De facto, the Government of the Russian Federation is a presidential team.

When considering the most important issues the President of the Russian Federation has the right to preside at government meetings, but not to sign the documents adopted by this body, although has the right to cancel resolutions and orders of the government, contrary to the Constitution, law or presidential decree. At the same time, the normative acts of the President of the Russian Federation do not need contrassegnati of Ministers.

The government relinquishes its powers before the newly elected President, and its composition does not depend on the correlation of forces in Parliament. The Prime Minister is appointed by the head of state alone, and with the consent of the State Duma. But the constitutional mechanism of dispute resolution is that the final word rests with the President.

The imposition by Parliament of a vote of no confidence in the government, unlike Serbia, does not lead to the immediate resignation of the government. Last word remains for the President, who can simply dissolve Parliament. Moreover, in contrast to Serbia, the President has the right to send the government in resignation at its discretion. This right is not limited and does not depend on the opinions of deputies.

Unlike the President of Serbia, the President of the Russian Federation has the right of legislative initiative, which is implementing actively. As a rule, each session of the State Duma it made a package of bills.

4. THE LEGAL STATUS OF THE PRESIDENT IN SYSTEM OF STATE GOVERNANCE OF THE RUSSIAN FEDERATION AND THE REPUBLIC OF SERBIA: SIMILARITIES AND DIFFERENCES.

Having carefully studied the main provisions of the Constitutions of Serbia and Russia, concerning the authority of the President, it can be concluded that, despite the fact that Russia's form of government is a mixed Republic, in a number of key provisions of the Russian model of governance, of course, tends to be a presidential republic. Its main feature is the control of the President over the formation and activities of the Government.

Due to the difference in form of government (presidential Republic in the Russian Federation and the parliamentary in the Republic of Serbia), there are differences in the order of formation of bodies of state power, and the object of reference of their powers. Unlike the President of the Russian Federation, the President of Serbia has limited the scope of its authority in making key government decisions in matters of domestic policy. This question is in the competence of the Government of Serbia, headed by the Prime Minister.

According to the Constitution of Russian Federation the President has the right at any time to send the Government in resignation and to form a new Cabinet of Ministers also has the right to dissolve the State Duma and call early parliamentary elections if the lower house of Parliament thrice rejects his proposed candidate for the post of Prime Minister. The President of Serbia has no right to prematurely send the Government in resignation is the prerogative of the National Assembly that can give the Government a vote of no confidence. Also limited to the President, and the right of early dissolution of Parliament is possible only in two cases: if within a certain period technically coalition constituting the qualified majority in Parliament, or other parliamentary parties who are not members of the coalition are unable to form a new Government, and at the request of the representatives of the parliamentary parties of the Cabinet, if there is a threat of collapse of the ruling coalition.

Another important important difference – unlike the Russian Federation, where the deputies of the Federal Assembly do not affect the President in the selection of candidates for the post of Prime Minister, and only make a decision about approving or rejecting the proposed candidate, in Serbia, the Assembly members in the parliamentary groups and blocks with the highest number of votes in the parliamentary elections and forming the coalition propose to the President candidates for the post of Prime Minister, one of which he shall submit for the approval of the Assembly. A significant difference in the status of the Executive power in Russia the Executive power under the Constitution is vested in the Government, a large part of its powers is duplicated and the President of the Russian Federation. There is a certain contradiction: if the Law "President of the RSFSR" of 1991 clearly defines the President as the head of the Executive power, the Constitution of the Russian Federation in 1993, this provision is not reflected, vyneset the brackets of the system of state authorities of President of the Institute, while retaining him for most of the key powers of the Executive branch. In Serbia, the Executive power is exercised solely by the Government, the President only has a small amount of authority on matters of domestic policy and the competence of the Executive bodies.

CONCLUSION

Unlike the President of the Russian Federation, the President of Serbia is significantly limited by the Parliament and the Government in the implementation of such of its authority as approval of the Government and its head, the right of dissolution of Parliament, the definition of the basic directions internal and foreign policy proposals of candidates for public office, proposals to change the substantive provisions of the Constitution, the Declaration of war and state of emergency, etc.

However, the legal status of the President of Serbia is not symbolic, since the President of the Russian Federation, it occupies a special position in the system of state power and is not included in the structure of one of them, elected in a General election, is the Supreme Commander, has the right of suspensive veto, etc. the Serbian President has fewer powers than the heads of state with a mixed form of government (Russia, France) but also quite large compared to the powers of the head of state in a parliamentary republic (Germany, Italy), however, the format of their use will largely depend on the nature of the personality of the President himself.

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THE AGONY OF LEADERSHIP: EVALUATING THE ROLE OF YOUTH IN SOUTH SUDAN'S SOCIO-POLITICAL INSTABILITY.

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ABSTRACT

Prior researches postulate that youth are the greatest asset a nation can possess. This assumption is fluid without considering the quality of youth in question, their cultural orientation, attitude towards work and most importantly, divergence of views on leadership, governance and power. This paper posits how and attempts to explain why the youth, the supposed critical resource at the heart of every nation's progress are the utmost contributors to South Sudan's socio-political woes and painful experiences. Since the end of Anglo-Egyptian rule in 1956, the Republic of the Sudan has hardly experienced total peace. The Sudanese political parties at the time had not agreed on the ideological and political direction the country was to take after the independence. Moreover, a complex assortment of religious, racial and cultural differences between the majorly Muslim, Arab North and mostly Christian/animist communities of pure African decent in the South bred tension that quickly culminated into a long history of civil war spanning nearly five decades. Hundreds of thousands of people, mostly children fled to neighboring countries, with some ending up in Australia, Asia Europe and the Americas. A comprehensive Peace Agreement (CPA) signed between Southern rebels, the Sudanese People Liberation Movement/Army (SPLM/A) and the Sudanese government in 2005 included an article on self-determination for the people of the South and a six years grace period within which to "make unity attractive". However, in 2011, the people of Southern Sudan voted overwhelmingly for independence and on 9th July 2011, South Sudan became the world's youngest nation. Regrettably, the new nation quickly spiraled back into violence barely two years after the independence, creating one of Africa's worst humanitarian crises. The young ones who fled during the conflict as well as those that remained are the current youth of South Sudan. Their views on politics, leadership and other socio-cultural issues are evidently antithetical, having grown up in diverse cultures. While the mainstream narrative regarding why the young nation is at war with herself is because of "power struggle between the president and his former deputy, exacerbated by ethnic tensions", I believe it would be naïve to neglect the role the divergent youth, who grew up in different (sometimes opposing) cultures have played in the conflict. This paper presents how this extreme diversity is putting the leadership of this young generation on trial and creating an unbearable agony for a nation barely a decade old. The findings made for the case of South Sudan can easily be used to explain the role of youth in conflicts flaring in other countries across Africa, Asia and beyond.

Keywords: South Sudan, Youth, Conflict, Leadership, Peace

1. INTRODUCTION
South Sudan has had a long history of conflict dating back decades. Even after the nation separate from the Sudan in 2011, not so much has changed as far as security and political stability is concerned. There are many factors researchers point to when analyzing the nature of contemporary South Sudan conflict including historical aspects and economic marginalization (Rolandsen, 2015; Turunen, 2017), ethnic diversity (see Johnson, 2003; Laudati, 2011; Luka Biong, 2007; LeRiche et.al. 2012) among others. This article however focuses on the role the youth of South Sudan are playing in the new nation's socio-political instability. Are the youth of South Sudan doing more harm to their nation than any other age group? This paper attempts to answer this question in affirmative.

Former Southern Sudan leader, John Garang considered youth as "backbone of the New Sudan", a sacred group and leaders of the future who would take up the mantle of leadership once "our work is done" (once revolution has been successfully achieved in the Sudan). As head of the rebel movement, the Sudan Peoples' Liberation Movement/Army (SPLM/A), Garang encouraged thousands of child soldiers, popularly referred to

as the JeshAhmar (Red Army) or the Lost Boys of the Sudan, to go to school at refugee camps in Ethiopia and Kenya in the late 80's and early 90's (AropMadut, 2006). The Sudd Institute, in their Policy Brief of October 2015 articulately captures this:

"Dr. John Garang De Mabior and many of his contemporaries were products of strategic investments made by Anyana I (the first Southern Sudan rebel movement) leadership to send these promising young men back to school and seek educational opportunities abroad. As well, Pagan AmumOkiech, Deng AlorKuol, Nhial Deng Nhial, Oyai Deng Ajak, Pieng Deng Kuol, and Dr. MajakAgoot among others, most of who have been dubbed as "Garang Boys," are a product of a well formulated investment strategy and programming by Dr. John Garang De Mabior"- Samuel GarangAkau (2015).

South Sudan is a youthful country. The 5th Sudan Population and Housing Census (2008) estimated that of the 8.3 million population, a half (51%) is aged below eighteen years and 72% under the age of thirty (SSCCSE, 2011). This seeming "youth bulge" presents both a challenge and opportunity for the new nation depending on the quality of youth in question. In this paper I demonstrate that many of those contributing to current wave of devastating South Sudanese conflict are the very ones that are supposed to be the nation's greatest resource and source of hope: The Youth.

2. DEFINING "YOUTH"

The existing divergence among scholars, government and non-governmental agencies in the definition of youth complicates the group's proper identification. A brief by Africa Youths Report (2009) defined "youths" as individuals between the ages of 15 and 39 years old. Kenya and Tanzania, members of East African Community (EAC), an economic bloc to which South Sudan is a signatory, define the youth as those between 12 and 30 years. While the most popular definition is the one that considers youth as "a period of transition from childhood to adult", some researchers for example Adeline Idike (2015) argue that the band is vague since it's "generally agreeable" that "people in their 30's are not really transitioning to adulthood but are already adults".

South Sudan's definition of youth is based on a pre-independence Sudan Population and Housing Census of 2008 which defined the group as those between the ages of 18 and 35 years. The United Nations (UN) considers youth as aged between 15 to 24 years old. For the purposes of inclusivity and considering South Sudan's high prevalence of child soldiers, I will define youth in this paper as those aged between 15 and 35 years old, a definition shared by many countries including those mentioned earlier.

So far, there is no well-established post-independence youth policy in South Sudan (at least no updated version online). A series of national consultations, duped "Youth LEAD" have been ongoing since 2012 to provide a revision of or an input to the current policy document which was developed before the nation's independence in 2011. This lack of proper policy on youth means that the new nation is not only missing out a lot from the untapped potentials, but makes the idle youth get involved in dubious and violent activities, contributing significantly to the instability of the world's youngest nation.

Martin and Wani (2018) observe that South Sudanese youth, who are no longer facing what were considered "common enemies", for example colonial rule or Khartoum regimes, have been embroiled in conflict since civil war broke out in 2013 pitting the president, SalvaKiir against his former deputy RiekMachar. Aldehaib (2017) further adds that South Sudanese youth have been actively engaged in supporting selfish interests of the elites and their thoughts mutually deluded into ethnic edges. Youth, including those considered as having attained formal education, are mostly loyal to politicians and military generals hailing from their tribes. This makes any conflict between politicians quickly take tribal dimensions, and the consequences of this pattern of behavior are grave (Aldehaib, 2017).

3. A BRIEF HISTORY OF SUDAN AND SOUTH SUDAN

As alluded to in the Introduction, history of the Sudan is one that has been smeared by coups and counter coups, conflicts and tensions. Upon the end of Anglo-Egyptian condominium in 1956, Sudanese politicians could not agree on the new nation's political and economic direction. Soldiers of Southern decent, who complained of mistreatment in the Sudanese army and marginalization of Southern Sudan region started mutiny in Torit (a town in the South) in 1955, a year before Sudan got her full independence. It is generally believed the mutiny marked the genesis of a bloody north-south conflict that lasted for decades, culminating

into eventual division of Africa's largest country in 2011.

Republic of the Sudan was one of the most diverse countries on the continent. This complex assortment of religious, racial and cultural differences between the majorly Muslim, Arab North and mostly Christian/animist communities of pure African decent in the South bred tension that quickly culminated into two main wars; the first Sudanese civil war from 1955 to 1972 that ended with a peace accord signed in Addis Ababa, Ethiopia in 1972 (Mareng, 2009).

Some researchers argue that the people of Southern Sudan, who felt marginalized by the Khartoum based government weren't pleased with the post-independence socio-political arrangements and as McKay (2012) contends, the situation was exacerbated by cultural and religious divisions as well as ethnic differences which "coincided with an unbalanced political and economic relations between North and South". Mareng (2009) suggested that Sudan's instability was caused by "people's aspirations for economic survival". Some experts blame the British rule for precipitating conflict in the Sudan (a former British colony) by approaching the regions as different entities and doing very little to integrate the regions during the colonial era or completely separating them altogether, choosing instead to focus on extraction of natural resources and capitalizing the division for political gain, see for example Johnson (2012, 2016). Nonetheless, all these factors immediately plunged the country into chaos not so long after the colonizers had left.

The peace accord signed by Khartoum government and the Southern rebels in 1972 led to a decade of relative peace in the Sudan. However, in 1983, President Nimeiri, who had been seen as the "champion of peace" in the Sudan for signing the Addis Ababa Agreement scrapped the same accord. Motivated by the desire to gain political support from powerful Islamic groups in the Sudan and Arab world, the president reintroduced Islamic Sharia law. The decision, seen as discriminatory against the Southerners who were mainly Christians or animists. This event sparked another wave of civil and military unrest and led to what researchers call the Second Sudanese Civil war (1983-2005). Army personnel of Southern origin formed the "Sudan Peoples' Liberation Movement/Army" (SPLM/A) led by Dr. John Garang de Mabior (Biong, 2007). In 2005, with immense pressure from international community, Sudan government signed the Comprehensive Peace Agreement (CPA) with Southern rebels, ending one of Africa's longest and bloodied wars.

Although the Southern Sudanese, through the signing of the CPA, seemingly attained whatever they had long fought for from the successive Arab regimes in Khartoum. Some researchers argue that Southern people weren't unified in their course. Southern movements were characterized by infightings that did more damage to the people of Southern Sudan than did the direct combat against the government forces. Copnall (2014) for example argues that most of the deaths were attributable to clashes amongst Southern Sudanese armed groups, adding that Southern communities had long histories of fighting their Southern neighbors. There was a clear lack of or little solidarity among the Southern fighters and by extend Southern tribes.

However, the 2005 peace accord between the government and mainstream rebel movement, SPLM/A, the six years of interim period and the prospects of an independent South Sudan brought a renewed and rare sense of great solidarity among the South Sudanese. However, many researchers and activists, for example Laudati (2011) saw that "Southern Solidarity" as a short-lived euphoria that would evaporate once the "common enemy" was gone. Experts on Sudan and South Sudan conflict such as Rolandsen (2015) voiced concerns that the newly independent nation would soon face a relapse into spiraling conflict, pointing to the fact that decades of civil war, high insecurity and unending intercommunal conflicts had militarized the Southern Sudanese society and, in the process, generated multiple "layers of grievances and animosity". Faced with the influx of returnees, extreme poverty, underdeveloped formal sector, virtually non-existent social amenities, and what many argued was a deeply divided society (Turunen, 2017), the new nation was clearly headed for a rough ride.

4. A NEW NATION IN CHAOS: THE NATURE OF CONTEMPORARY SOUTH SUDAN CONFLICT

The current nature of South Sudan conflict is one that is too complex to precisely define. Turunen (2017) noted that the "history and burden of war seems to have been too heavy as the newly independent state of South Sudan fell into yet another escalating cycle of violence in 2011". Indeed, there were barely any proper functioning institutions in the South by the time independence was declared. Some researchers for example (Rolandsen (2015)) argue that the current conflict flaring on in the republic of South Sudan shouldn't have come a surprise to the international community as all indications prior to the independence showed that the country was ill-prepared to be a sovereign state. Minimal requirements for a proper function state were not realized by the time the vote was held.

By 2011 as the referendum on self-determination for the people of Southern Sudan neared, there weren't any strong mechanisms taken to strengthen the institutions worth a sovereign nation in Southern Sudan as this would have pre-emptied the vote as leaning towards separation. This left many international agencies and governments in a great dilemma. Additionally, more than half a century of war left hardly any worthwhile infrastructure in the South, and the new and fragile government lacked funds and capacity to provide the most basic of services to its people. No enough resources were allocated for youth activities, peace initiatives, or adult education. It is argued that immediately after the independence of South Sudan, most of those that took over top government jobs were former guerilla fighters with little or no experience in civil service. While they were good fighters, they weren't necessarily going to be good leaders.

In 2003, while peace negotiations were ongoing in Kenya between Sudan government and SPLA, another war broke out in Western Sudanese region of Darfur, diverting the attention of the international community. Some researchers for example, Belloni (2011), have argued that the new war overshadowed the good prospects of the CPA and represented a missed opportunity for the people of Sudan in general and Southern Sudan in particular. An enormous portion of donor resources that would have been directed to improving infrastructure and other important projects in the South was diverted to humanitarian operations in Darfur. This was bad news for the Southern region. Rolensen (2015) argues that after South Sudan's independence, tensions within the ruling party increased steadily, owing to the arising disagreements over compromises made with the Khartoum government, narrowing president's inner circle and squabbles over money and corruption. All these meant that it was not going to be too long before tensions flared to the surface.

Whatever underlying adequacies the young nation had were puffed up by these political disagreements, especially the power struggle between the President and his former deputy. On December 15, 2013, fighting broke out within the presidential guard unit. The president accused the former Vice President, RiekMachar of having planned a coup, an accusation the opposition group denies. Riek then went ahead and mobilized his followers, mainly from his tribe, the Nuer and formed an armed movement (SPLM/A- In Opposition), made up of mostly JechMabor (or the White Army- a group of young men from the Nuer section of Lou) and breakaway South Sudan army personnel, to fight the government. Kiir's followers (notably Paul Malong- a former army chief and staunch ally of the president turned foe) on the other hand mobilized youth mainly from Bahr El Gazal, the region where he (Kiir hails) from to join the army. In the devastating conflict that has engulfed the new nation since 2013, most of those fighting are the youths, again seen here as implementing their masters' wishes and driven by tribal tinge. In 2015, Inter-governmental Authority on Development (IGAD) – a body comprising Eastern African Countries namely Kenya, Uganda, Ethiopia, Somalia, Sudan, South Sudan and Djibouti – finally brokered a peace accord duped "Agreement for the Resolution of the Conflict in South Sudan (ARCISS)". The accord gave the rebel leader, Riek, the position of the First Vice President (FVP). Riek and his team came back to Juba briefly before another conflict broke out in 2016 and he fled, again.

Apart from the political and ethnic loyalties, another way to look at the contemporary South Sudanese conflict will be to examine some long held traditional practices such as cattle raiding and how that has changed over the years. I will also analyze the impact of unemployment and the deteriorating economic conditions in South Sudan and how those factors have motivated youth to get involved in violent activities. Lastly, I will examine the role of social media in exacerbating the already high tensions amongst the youth.

5. CATTLE RAIDING: A LONG-HELD TRADITIONAL PRACTICE NOW MILITARIZED

While researchers have been shocked by the violent nature cattle raiding practices have taken in recent years,

Wild et al. (2018) observes that cattle raiding is "a longstanding feature of many East African pastoralist societies". It is worth noting that the proliferation and easy availability of small arms have turned the practice into a new form of militancy, contributing significantly to the dynamics of the contemporary South Sudan conflict.

Nilotic tribes of South Sudan (especially the Dinka, Murle and Nuer) have for centuries engaged in unending waves of reciprocal cattle raids, mostly "carried out by youth as a rite of passage" (Legassicke, 2013). Lives, the concept of wealth and marriages for these communities have always revolved around cattle, where the number of heads of cattle one owned determined their status in the community. Yual (2012) for example insinuates that Dinka and Nuer communities embody extreme instances of tribes in which bride prices range from about 40 to 250 heads of cattle. With market rates at about 300 USD per head, marriages could cost anything between 10,000 USD and 60,000USD, making Nuer and Dinka Marriages some of the most expensive worldwide.

Some researchers therefore argue that there is a logical positive correlation between the heightened and increasingly unfordable bride prices and cattle raiding incidences, whereby young men, who are desperate to find wives but possess little resources turn to cattle theft. This argument is however disregarded by other researchers as contended by Yual (2012), pointing out that marriages in South Sudanese context are not only a family affair, but that of the villages, clans and friends and therefore never left to the discretion of the marrying youth. The burden of bride price, is shouldered by family members and friends, "each contributing according to rights and commitment". Therefore, though cattle acquired from raids are useable in marriages, the raiding "itself may not have been organized with the sole aim of meeting the high dowries costs and might therefore only be an unintended use indirectly related to the cost of bride price" (Marc Sommers and Stephanie Schwartz, 2011).

Traditionally, the raiders would exclusively target cattle and any form of conflict erupting in the process was merely confined between raiders and cattle guards of the attacked community. However, current raids, as contended by Heaton (2013) have moved beyond ordinary acts of cattle theft to intentional revenge missions whose objectives are sometimes politically motivated. Attackers sometimes burn down entire villages, killing women, children and the elderly in a manner divergent to the traditional practices.

Left (2009, 2012) opines that in the modern times, unlike centuries in the past, raiders come armed with AK-47s, easily acquired for a value worth just two cows. Decades of on and off integration into organized forces meant that some are well equipped with heavy arms like RPGs and automatic rifles (Left, 2012). Wild et al. (2018), while quoting Kuol (2017) claimed that many of the arms are unfortunately received from the state itself, as "guns collected from sources including disarmament programs often end up back in the hands of civilians, whether through direct provisioning or via patronage networks with access to weapon depots".

All in all, some researchers, *exempli gratia* Muller (2011) put a bigger share of blame for the increasingly deadly raids on the fact that South Sudan police service "lacks training and equipment and has limited capacity to protect local communities". Lack of proper means to reach remote camps, Muller argues, makes police resort to establishing mobile posts, setting up "livestock patrol units" along cattle migration routes, especially in Jonglei state.

It can be inferred that the new form of militancy that has engulfed South Sudan's pastoral communities, spearheaded by young people, and sometimes with the blessings of the elders, is another harmful way in which South Sudanese youth are neglecting their roles are productive contributors to economic growth and nation building. These young men, full of energy, can be economically viable if they left the unruly and dangerous means of wealth seeking through cattle raids and instead focus on fecund activities like farming, sports among others.

6. INGO's AS "PROVIDERS OF LUCRATIVE JOBS"

Since the onset of conflict in 2013, South Sudan's economy has been deteriorating. Unemployment has

skyrocketed among the youth and basic daily needs are becoming increasingly unaffordable. The situation has left youth desperate, resorting to violent means of acquiring those basic needs. It has also led to rising tensions between youths of different Southern Sudanese communities.

On 24th June 2018, the *Médecins Sans Frontières* (MSF) announced that it had suspended all its humanitarian activities in a small town of Maban and its environs. This came following a violent attack by a group of armed youth who had on the previous day (23 June) invaded the organizations' facility and burnt down a tent that housed supplies and broke windscreens of cars in the compound. The organization's presence in the area was particularly important as it provided the direly needed medical care to the host community and in Doro camp for refugees from the neighboring Sudan. The organization reports that it provided some 84,869 outpatient consultations, treated 4,971 malaria cases and assisted 1,317 deliveries between January and June of 2018, highlighting the significance of its presence in the area. Consequently, Eye Radio reported that more than 10 other international NGO's have since limited their operations in the area, further exacerbating the already fluid humanitarian situation.

On June 25, 2018, South Sudan's Preseident, SalvaKiir held an urgent meeting with his security team to address the issue and listened to a report by the concerned area's governor, Mr. Deng AkueiKak as reported by the Sudan Tribune. The president immediately ordered that a fact-finding mission headed by the deputy minister of Interior be sent to the area and present their findings to the president upon completion. In a news briefing on August 18, 2018 the deputy interior minister said that their mission was complete and that they were now compiling a report that will be handed over to the president in the coming week. The deputy minister revealed that his team had met different groups including government officials, community leaders, youth groups among others.

So, what motivated the youth's hostility towards an organization that provided humanitarian assistance to about 88,000 of the area's population? According to a report by the Sudan tribune, the youth lamented that the organization had not employed young people from the area and that almost all the MSF's workers were either expatriates or brought from other areas of South Sudan, notably the Equatoria region. About 300 MSF personnel were evacuated the area the following day for fear of being targeted. Whatever the reason was, this highlighted the role youths are playing in further aggravating the suffering of their people and fueling unnecessary tensions amongst themselves.

7. THE UNSOCIAL MEDIA: INTERNET-BASED FRONTIERS FOR COMBATS.

Even in the most powerful and stable nations like the US, UK and France, battling fake news has become one of the greatest challenges faced in this era of explosive information. For example, a research carried out by The Conversation in 2018 found that the US presidential elections of 2016 had its outcome mostly influenced by fake news, rumors and propaganda, perpetuated mainly by foreign actors.

In the same way, the nation of South Sudan is not immune to the dangers of social media misuse. Quoting South Sudan's ambassador to Kenya, a report by CNN in 2016 suggested that the fighting that broke out in the Presidential Palace in July 2016 might have been triggered by a Facebook post by the former first vice president (FVP) Riek Machar's spokesperson. South Sudan's permanent representative to the UN and other government officials also backed the claim, arguing that when the FVP's spokesperson claimed on his Facebook page that the FVP had been arrested by the President's security men, soldiers loyal to Machar immediately arrived at the Presidential Palace's main gate mounted in armored vehicles and an ambulance concealing huge ammunition and attempted to forcefully break into the Palace, sparking a deadly clash between bodyguards belong to the president and FVP. About 200 soldiers died that day and the fighting let to the collapse of an age

CONCLUSION AND RECOMMENDATION

The main conclusion of this paper is that a big portion of South Sudanese youths are doing a great deal of harm to their country through short-sighted political and ethnic loyalties and a way that derails the young country and shoves it off the development rail. To better contribute to the nation building, South Sudan youth need to downgrade their ethnic undertones and focus instead at the bigger picture.
There is a need to establish a well-defined national youth policy urgently and allocate enough resources for to facilitate the achievement of its objectives. The government of South Sudan and its development partners need to put an emphasis on developing youth csapacity and instilling skills that help them mobilize and sensitize

their communities on peace and reconciliation agenda. Initiatives should also put in place to help youth make a positive youth of the social media rather than using it to spread hate and incitement.

Furthermore, a comprehensive disarmament exercise need to be carried out simultaneously among different communities to ensure that no disarmed community feels left vulnerable to another community which might be still holding arms.

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PEACEBUILDING AND YOUTH PARTICIPATION. HATE OFF

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Peace may sound simple – one beautiful word – but it requires everything we have, every quality, every strength, every dream, every high ideal
–Yehudi Menuhin

ABSTRACT

Conflict comes high on a political agenda across the whole Europe. There is an increasing tendency to blame cultural diversity for growing tensions. However, the problem is we lack awareness about human rights protection and democracy; we don't master skills on good governance. The biggest concern is we weren't taught how to establish contacts with people i.e. how to create a dialogue. The world is more and more interconnected in times of globalization when the Internet downsizes time and space between people around the world, but it doesn't mean that individuals and societies really live together. It is essential to ensure harmonious interaction among people, because ignorance triggers fear and rejection entailing stereotyping, racism, xenophobia, intolerance, discrimination. Nowadays, the escalation of any conflict is being adversely affected by exaggerated Internet usage. The level of cyber security is flawed; thus, hate speech online is spreading enormously discriminating and abusing vulnerable and marginalized groups. Therefore, the **aims** of the research paper are to highlight the problems of conflict and hate speech, particularly, online; to emphasize on the significance of youth engagement as well as participation per se in peacebuilding and Internet governance; to define brand-new ways for conflict transformation; to promote peace and intercultural dialogue as a key to a sustainable future. Hate speech is usually caused by biased thinking and attitudes. Stereotypes and prejudice in turn feed the structural and cultural violence that forms the bottom of the violence triangle. However, all things considered, hate speech online though can be tackled due to moving beyond stereotypes, through a proactive youth participation in Internet governance and through its engagement i.e. due to ensuring a systematic approach for youth participation in statutory structures of the internet governance stakeholders. Users should be more proactive about calling out hate speech online and websites need to have more robust ways to tackle discriminatory and dehumanizing behavior. All the crimes committed online should be treated as urgent and serious as those committed offline. Due to youth participation based on connection, challenge, and capacity as well as efficient Internet governance, people can promote peace, establish links between the conflict parties, and turn frozen conflicts into constructive dialogue by applying innovative methods all across Europe. Due to the ability to go for a dialogue, it is possible to eradicate violence and achieve reconciliation.

Keywords: conflict, hate speech, violence, peacebuilding, youth participation, Internet governance

1. INTRODUCTION

The world apparently needs some new ways of thinking about old problems and new ways of acting if we are going to survive into the 21st century. Thus, it is crucial to work out ways of harnessing the creative imagination of everyone so that all people can envisage a positive future and ways of its realization. This imagining cannot be narrow. It has to be broad, interdisciplinary, inclusive, and integral.

Conflict comes high on a political agenda across the whole Europe. While the form of conflicts may differ – inter ethnic, inter-religious, international or any other – many states face critical situations of tension and are not always ready to handle them or to identify solutions acceptable to all concerned. There is an increasing tendency to blame cultural diversity for growing tensions. However, the problem is we lack awareness about human rights protection and democracy; we don't master skills on good governance. The biggest trouble is we weren't taught how to create a dialogue. The world is more and more interconnected in times of globalization when the Internet downsizes time and space between people around the world, but it doesn't mean that individuals and societies REALLY live together. It's essential to ensure harmonious interaction among people, because ignorance triggers fear and rejection entailing stereotyping, racism, xenophobia, intolerance, and discrimination.

2. HATE SPEECH ONLINE

Social media has become an evitable part of our daily life and millions of young people have grown up as digital natives. Therefore, the escalation i.e. the development of any conflict nowadays is being adversely affected by exaggerated Internet usage. Hate speech online is spreading enormously discriminating and abusing vulnerable and marginalized groups. Hate speech "covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, and migrants and people of immigrant origin". Currently, conflict involving hate speech has become a bona fide common issue.

Indeed, we recognize that conflict is a healthy and inevitable part of any society, but the problem arises when conflict becomes violent i.e. containing hate speech. Manifestations of conflict and violence are very context specific, and include: war and armed conflict; gender based or ethnic violence; violence against human rights activists.

Violence isn't interpretable in terms of any single cause. Catalysts of violence may vary from political, social, and economic to environmental. They embrace socioeconomic inequalities, injustice, violations of human rights and international humanitarian law, land, crime, etc. In many cases, it is impossible to outline all the potential triggers of violent conflict.

Hate speech is usually caused by biased thinking or attitudes. Stereotypes and prejudice successively feed the structural and cultural violence that forms the bottom of the violence triangle.

Johan Galtung, principal co-founder of the discipline of peace and conflict studies and the Peace Research Institute in Oslo in 1959, first introduced the concept of structural violence in 1969, describing it as an "avoidable impairment of fundamental human needs".
Structural violence is experienced by individuals whose rank denies them access to the advantages or, in other words, benefits of political, economic, scientific and social progress. As opposed to personal or direct violence, it is indirect therein there might not be any person directly harming another person within the structure. The violence is formed into the structure and shows up as unequal power and unequal life possibilities.

However, it can be seen as a result of choices and decisions by governments and others to not address issues such as inequality and structural/cultural violence is identified as a key issue in their country as part of this peer learning, emphasizing the need to address the interplay between economic, social, and cultural rights and their relationship with violence and conflict. For instance, countries that are characterized by extreme impoverishment, social inequality and injustice, and/or weak governance structures are prone to structural violence. Exclusion and inequality do not only trigger violence, but they directly result in harm.

Structural violence not only exploits and causes direct harm, but also incites the use of physical violence by the poor and suffering to be employed as a tool for basic survival. However, people do not turn violent just because they are poor, but because they are deprived of basic resources. In other words, Galtung's theory of structural violence guides us a step forward into the realm of social and resource inequality. Having an understanding of structural violence builds a bridge between the undeniable need to tackle the structural causes of death and harm, and the work on tackling violence and building peace.

Cultural (symbolic) violence occurs once an individual is harmed as a result of practices that their culture, faith, religion or tradition.

According to Galtung, "symbolic violence built into a culture does not kill or maim like direct violence or the violence built into the structure. However, it is used to legitimize either or both, as for instance in the theory of a Herrenvolk, or a superior race".

Structural and cultural violence give a birth to extremist and radical ideologies that ruin peace, endanger lives, and wreak havoc. Youth is most likely to follow these ideologies and develop a conflict.

3. YOUTH ENGAGEMENT AND PARTICIPATION IN PEACEBUILDING

Young adults are among groups most affected by conflicts, both in terms of numbers and loss of livelihood. Young people are most prone to violence, both as victims and offenders. While there are immense efforts invested into protecting this vulnerable population from the effects of conflicts, there are considerable gaps in understanding and recognition of how young adults may positively contribute to peacebuilding and reconciliation attempts.

In order to support the understanding and recognition of young people's efforts to foster peace, a working-group composed of UN agencies and civil society organizations have recently published Guiding Principles on Young Peoples Participation in Peacebuilding. These guidelines are for Governments, UN entities, donors and civil society and aim to describe meaningful youth engagement and participation, especially in conflict understanding and transformation.

Building the capacity of young people to think of themselves as a part of the solution, to assume the role of multipliers for positive change, and to take part in transforming conflict and violence is of vital significance.

Civil society groups should work with youth as agents of change because young people can definitely bring a narrative of peace and reconciliation and youth based organizations are a strong force.

All of this certainly presents an enormous challenge. Nevertheless, the right conditions shall be put in place to enable young people in Europe to take a position and act as supportive, responsible, proactive and tolerant citizens in plural societies. Getting young people more involved in the life of the local, national and European communities in terms of, but not limited to, peacebuilding activities, and fostering active citizenship represent one of the major tasks, not only for the present but also for the future of our societies.

Due to youth participation based on connection, challenge, and capacity, it becomes possible to promote peace, establish links between the conflict parties, and turn frozen conflicts into constructive dialogue by applying innovative methods all across Europe.

4. CONFLICT TRANSFORMATION. HATE OFF

In order to contribute to peacebuilding and conflict transformation, we as responsible civil society have to:
• seek increased protection for those most vulnerable to violence – and equipping them to address the causes of violence, to tackle impunity and resolve conflict peacefully;
• promote the development of peaceful and effective alternatives to violence and armed conflict;
• support broad social movements for change that successfully address root causes of violence and act to transform them with justice.

To transform a conflict, we have to engage in processes leading to long-term change, work on changing relationships, interpret society holistically – attitudes (how individuals feel or understand a situation), behaviors (visible and can be articulated as violence) and structures (religious institutions for example), and involve conflict actor mapping, historical analysis and local-national multi-level analysis.

Hate speech can be tackled as well as conflict can be resolved if we start moving beyond stereotypes. Stereotypes are convictions that affect our behavior. Therefore, it is important to learn to critically analyze our own and others' beliefs, and at the same time be tolerant to the convictions of others. Otherwise, they provoke conflicts in both personal and social life.

The missing aspect in the work in conflict resolution is opportunities to hear what the voiceless, the marginalized, the excluded and the victims have or want to say. Scholars spend too much time listening to each other, which is not good from an evolutionary perspective. We need to tap into deeper wells of wisdom for all human beings have their own survival strategies and everyone has developed some techniques for the peaceful resolution of conflict.

What is also missing are dialogues across the huge social fissures – those of class, those that exist between persons locked into cultures of violence and those working to build cultures of peace, as well as those that flow from gender and ethnicity. We need some deep dialogues between the so- called learned and unlearned and between ancient and modern wisdom.

5. INTERNET GOVERNANCE AS A CONSTITUENT ELEMENT OF PEACE GOVERNANCE

Building peace governance is about processes – how things are done rather than what is done. The link between Internet governance and tackling violence and hate speech is pretty obvious.

Regulation of the Internet involves rules which govern the Internet and should be enforced by governments and/or intermediaries while also constituting a mechanism which empowers and protects the rights of end users.

Hate speech online can be tackled through a proactive youth participation in Internet governance and through its engagement i.e. due to ensuring a systematic approach for youth participation in statutory structures of the Internet governance stakeholders. Users should be more proactive about calling out hate speech online and websites need to have more robust ways to tackle discriminatory and dehumanizing behavior. All the crimes committed online should be treated as urgent and serious as those committed offline. Cybercrime should be dealt with tools pertaining to the online world.

CONCLUSION

In order to eventually start making a difference, our work is to be based on our belief that everyone, regardless of faith or race, is entitled to live a full life. We must believe in tackling violence as it is a major barrier to development. Youth should be engaged in peacebuilding and Internet governance since young people are the most prone to the effects of conflict. We have to believe that the world can and must be changed so that there is equality, dignity, and freedom for all.

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WEAKENED YOUTH WOMEN IN THE SOUTHEASTERN ANATOLIA REGION AND SOLUTIONS FOR SUSTAINABLE EMPOWERED WOMEN

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ABSTRACT

The positions of women and men in a society are generally based on the social structure. The gender defines where women and men stand in private and in social life and how a person represents himself/herself in a society. The social structures give roles to women and man. In this study, we analyze the Southeastern Anatolia region, where the roles of the genders have built up by a patriarchal worldview. The authority of men in power on women. Shortly, in this region we realize that the various affects of ruling mechanisms are tied up with the culture of the region. The patriarchal system in which youth women behave according to the tribal and social structure and its expansion can be seen almost every part of social life from traditions or customs to individual behavior. This system has been causing various problems on youth women and it makes them not inclined to talk or give information or express opinions and weakened. Logical solutions such as education, employment, marriage and political involvement can make those youth women population sustainable empowered women in the region

Keywords: Gender, roles of gender, patriarchalism, kinship, employment, marriage, education, political involvement, empowered women

1. INTRODUCTION

Differences between women and men cannot be explained by biological differences. Gender studies, which point out that there are great differences between the various cultures when it comes to the role of men and women and that it is founded at the social level. Therefore, the form, rate, visibility and form of representation of women and men in society are significantly influenced by the gender perception in society. In other words, the status of women and men in society and their appropriate roles are largely socially regulated by gender-based roles.

The gender roles that are shaped accordance with the socio-economic and cultural structure of the societies and this also creates a variety of mechanisms in societies. Therefore, the regimes of gender roles and the methods and mechanisms that developed accordance with the history, political and economic conditions of the society as far as geography, time, class, or race.

2. FOUNDATION OF THE TERM 'GENDER'

It is emphasized that in the gender approaches, the idea, which is femininity and manhood are culturally constructed, this do not only differentiate us from one another, but also where and how to stand in a society and therefore sharing power and resources are changeable. The key concepts of these approaches need to be examined.
According to Ann Oakley, who put this sociology of sexism, 'sex' refers to the biological male-female divide, while 'gender' refers to the division between masculinity and femininity parallel to this inequality in social terms. The concept used for the first time in 1972 states that the differences between men and women are built up not only biologically it is also socially and culturally constructed. It is now widely believed that women are opposed to gender issues and many problems they are struggling to cope with are gender-related.(Gürhan 2010)

3. STATUS OF WOMEN IN THE SOUTHEASTERN ANATOLIA REGION AND MECHAMISM

If gender is socially constructed, it means that these models are dependent on history and society. From this point of view, it can easily be seen that in Southeastern Anatolia region there is an understanding that women's behaviors are shaped according to the cultural structure of the region, Generally women's behaviors are not coming freely from themselves, it can clearly be seen that the behavior or actions of women are tied up with the tribal rules and manhood dominant understanding in society.Moreover, the traces of this understanding are reflected in the region, from traditions to customs, social and individual behavior.

In this context, the status of the woman in the region can be understood through the mechanisms that nurture, protect and regenerate the traditional control and gender inequality of the woman's body and sexuality, in other words, setting the woman's position in and out of the house. These mechanisms are more economic indicators showing the levels of participation of women in education, women's employment opportunities, work, political and social life. Also social indicators related to family and relatives such as marriage, polygamy, bride price, divorce and honor killings.

3.1. Settling Family and Relatives Thoughts

The organization of a particular society is based on ideas, beliefs and feelings that apply to society. In this sense, especially the function of sexuality and fertility, and the opinions of the father and the mother about the relative shares of the mother at birth, play a significant role in the formation of kinship ideas. Gender considerations also have an important place in kinship as well as the central place where gender-related thoughts are found in kinship solutions. We cannot think of one without the other. In short, these two fields of study are interconnected.

From this point of view, the kinship system, which has economic, social, political and moral dimensions, determines the place of the individual in the society and the codes of conduct appropriate to it. In the kinship system, the rules governing how an individual behaves in economic, social and political matters in daily life are certain, and they are presented to the individual in the context of a certain ideology. It is based on the kinship system in which the individual can receive support (especially in the case of collective assault and defense), compulsory benefits that must be done economically (such as blood costs), who will support when they are stuck and what should be worn in extraordinary situations.

Therefore, the institutions of marriage and kinship are among the founding variables of the forms of social organization of societies. Every society connects the formation of the family to various marital rules. These rules show how the community categorizes the "we" and "other" distinction, and where they choose to distinguish them in the choice of the partner. So with those forms they will settle their marriage.

It is seen that in the region, the male ideology is in great measure, the man is the decisive, the woman is in the secondary position. The basis of the relationship of power between men and women constitutes the ideology of this lineage, centered on man. Because the lineage is the male determinant, it is also the owner of the power. Therefore, the owner of the house in the village and the governor of the house naturally also give decisions about the management of the house. The control of economic resources is largely the responsibility of the men who own the house and the governor. In this sense, women and children obey men, while younger men "obey" elderly men in the region where the authority is determined by age and gender.

3.2. Marriage

It can be seen that family and marriage are influenced by the system of tribal and kinship in a great way, when we look at the regulations of the settling and ending of marriage in the region. There is a linear relationship between the composition of the actual marriages and the way of social organization. In other words, the incidence of relatives-cousin marriages in the region that maintains tribal-dynastic unity based on fatherly descent is quite high.

Therefore, the dynasty associations, which are a source of dignity and strength, are tried to be protected with care. The most basic way of keeping the tribal units is marriage in the family. In this way connection can be made between relative-cousin marriages in tribal social organization.

3.3. Polygamy in the region

On the contrary, it can be said based on the findings that monogamy tendency is dominant in a high area (95.3%), and that polygamy tends to decrease gradually in general in the region where traditional values are effective on many areas.Because of the fact that divorce is not generally welcome, the proportion of those who

are polygamous as a result of the tendency to have many children is 4.7% in the region. (The Southeastern Anatolia Project datas)

With this low level of determination of polygamy at this point, the more common practice of the past may be the result of the fact that the economic factors and the need for human power are reduced compared to the old, the gradual disappearance of its popularity due to the relatively higher level of education.

Although it is not very common, polygamy seen in the region is a condition that needs to be explained by the interaction of multiple factors, as in all other social phenomena. It is therefore necessary to look at the reasons for polygamy in the social, economic and cultural structure of the region.It should be mentioned that in the region agriculture is effective, large-scale family business dominates, and a significant part of the labor needs are provided by the families.

In the region where traditional rules are effective, the power of women, men and family is one of the criteria that determine their reputation. The fact that the social structure does not approve the divorce. With the desire to have many children, still considered as an important factor in disagreements in marriages, stands out as the most fundamental reason of their polygamy. Cultural reasons, such as proving prestige and authority, are among the reasons put forward towards polygamy.

3.4. Education

Education is one of the most important benefits that the state provides to its citizens in Turkey as in many other countries. When considered as a social policy tool, it is necessary to equip all the students' opportunities to prevent the transfer process of "poverty" as the most important means of education. At the same time, when assessed in terms of the area of education, accessibility to education, quality and effectiveness of education, it is also confronted as one of the areas where existing inequalities become most visible. Women's education is one of the main indicators for measuring international human development. It is seen that the lowest level of literacy is one of the most meaningful indicators of the level of education and is low in the region especially in terms of women. This is an important prevention to development in terms of region. Compared with the overall proportion of literate Turkey, it is understood that the region remains well below average even at this level.

Gender discrimination is also seen here in the region where the proportion of women is lower in terms of literacy than in males, and the answers given by the families regarding the fact that their families, if possible, are not willing to study their children after primary education. Despite the fact that 94.3% of the families are considering to teach their boys, there is a decrease in the willingness of families to read their daughters after primary education.(Gelişli 2014)

3.5. The Position of Women inside and outside of the house

The position of a woman with a traditional community structure is largely determined by traditional roles and statutes. In other words, according to the division of labor on the basis of gender, women are in a position to fulfill roles such as "housewife" and "maternity". The duties and responsibilities of women and men in society, their rights, the positions of material and spiritual things in the production process, every aspect of personality, etc. it is shaped by social sex. As a result, women are directed to the private sphere and men to the public sphere. They are to determine the boundaries of the living area desired by women, by house, husband and children. Almost home work, child care and bringing up new children are seen as the reason for the existence of women.(Hatunoğlu 2014)

In a survey conducted in the region, the answers to questions about the status of women also appear to reflect a tendency in this direction. The majority of householders (64.3%) described the function of the woman as "maternity" (bringing up and raising the child), while 22% had the task of "seeing housework and looking her husband". The proportion of women who regard a woman as a more egalitarian status as "partner of a life" is 13.8 %.(Hatunoğlu 2014)

For women who have been directed to the home / private area in large proportions, it has been observed that there is a restriction that "leave the house" is dependent on the permission of the husband or father. This situation is not strictly enforced in the villagers with large relative communities, but it is applied more strictly in foreign rural settlements. Just as in traditional societies, authority in the region is mainly caused by physiological reasons such as age and gender. In other words, it is the father's or husband's tradition, in which the authority is gathered in old men and men.

4. EMPOWERED WOMEN PROJECTS

Human development is about putting people at the centre of development.(Desai 2010) Development in political, economic, social, cultural and other dimensions of human life, is a phenomenon that includes the physical, moral, intellectual and cultural development and reflection of a person. Development programs and development planning can be defined by the community as an organized, conscious and continuous initiative without choosing the best alternative available to speed up economic and social progress.

It aims to improve the welfare level of individuals in low income and disadvantaged positions. This goal is not limited to ensuring the prosperity of a segment of society; as well as the development of strategies to discover each individual talents and potentials in society. It is therefore believed that strengthening the capacities of people in order to be able to set their own priorities and act accordingly can be the basis for social gender-based development. For this reason, gender-based approaches to development and especially the role played by women in development are on the agenda. Because the role of women in development is directly related to the goal of social and economic development and it is essential in the development of all societies. In this context, the extent to which national and international plans, programs and policies are involved indicates the phase of implementation of the theoretical development.

4.1. Example of Southeastern Anatolia Project (SAP) for Empowered Women Projects

Southeastern Anatolia Project (SAP), is regional development plans of the Republic of Turkey which implemented the most effective programs in the largest and most costly project. With an integrated regional development approach and the philosophy of sustainable human development, SAP has high prestige in the relevant international eras.(Şahin 2013)

The project area covers 9 provinces (Adiyaman, Batman, Diyarbakir, Gaziantep, Kilis, Mardin, Siirt, Şanlıurfa and Şırnak) located in the Euphrates-Tigris and Upper Mesopotamian Plains. This SAP province of Turkey constitutes 10.7 percent on average in terms of geography and population. Among the objectives of the SAP is to improve the income level and quality of life of the local population using the resources of the region; to contribute to national economic development and social stability through the removal of developmental inequality between the region and other regions of the country, and by increasing productivity and employment opportunities in the region.

SAP was accepted as a program to develop the region's water and land resources in 1970. Then SAP has transformed into a regional development project that includes agriculture, industry, transportation, education, health, rural and urban infrastructure investments with the Master Plan prepared in 1989. The project is based on the philosophy of sustainable human development aimed at creating an environment in which they can develop themselves for future generations. The main strategies of the SAP are; fairness, participation, environmental protection, employment, spatial planning, infrastructure development, public-private sector and public participation in investment applications. Based on multi-sector, sustainable human development, SAP, which is being implemented as an integrated regional development project aimed at increasing the competitiveness of the region and strengthening economic and social integration, is planned with a visionary perspective that includes the emphasized innovative approaches today.

4.2. Multi-Purpose Community Centers (MPCCs) projects

A number of projects are being undertaken by the SAP Administration to promote poverty reduction strategies, participatory approaches that integrate the economic, social and environmental dimensions of sustainable development, and consideration of disadvantaged groups and gender perspectives in all these studies. One of the most important activities carried out in this context is the Multi-Purpose Community Centers (MPCCs) project.

The MPCCs consisted of the Social Action Plan prepared by the SAP Administration based on the findings of the five basic researches carried out between 1992 and 1994, and the Action Plan prepared based on the research "The Status of Women in the SAP Region and the Integration of Development Process" came out in action.

4.3. The aim of Multi-Purpose Community Centers (MPCCs)

The most important of the main objectives of MPCCs is not to teach women what to do, but to teach what they can do in situations. It is to help them become strong, conscious women to be are aware of their rights and freedoms and to have a place in social participation. Participants in MPCCs, which adopt an integrated and flexible approach, are encouraged to participate in all programs. But in general it serves women and girls.

In addition, since 2013, a number of centers in MPCCs have come together to form associations. Association managers and members who have been involved in various trainings in this regard have been leading various organizations in the promotion of MPCCs as well as helping women to produce market for them. The aim of Multi-Purpose Community Centers;

• Helping women to improve their solutions by providing awareness of their problems,
• Women have less participation in communities. For this reason, by ensuring the participation of women in the public sphere and make them be able to use of public services,
• Decreasing the number of family workers who are forced to work in low-paid jobs, seasonal working jobs, low-status jobs, and therefore to increase their entrepreneurship in different fields,
• To help women for gaining their rights through the equal opportunity principle,
• One of the biggest mistakes made in development, is the inclusion of women and men in the development process so that women are more likely to be back on the planet. Therefore, contributing to the development of a gender-based approach to development,
• Developing plans in accordance with local conditions. In addition to basic courses in centers, develop programs according to the needs of the region.

4.4. GOALS OF MULTI-PURPOSE COMMUNITY CENTERS (MPCCs);

• To increase the quality of life of women,
• To increase the working skills of women,
• Increasing women's education levels,
• Ensure that women benefit from public services,
• Providing women with the rights that exist as citizens,
• To raise awareness of their own problems,
• Ensure that they participate in decision-making processes,
• Increasing the quality of life (education, health, social activities...)
• To raise awareness on women's issues and women's rights in the society. In addition, the central officers / field officers are selected from those who know the community closely.

4.5. Multi-Purpose Community CentersPrograms (MPCCs)

In Multi-Purpose Community Centers (MPCCs), programs are implemented under the following:

1. Education Programs: Literacy, civil and legal rights, home economics and nutrition, mother education, computer, student support programs are applied.
2. Health Programs: Hygiene, environmental clean-up, maternal-child health, general health etc. training programs, mobile health services; rural area and neighborhood studies, health screening, vaccination campaigns etcprograms are being implemented.
3. Programs to Support Women's Employment / Entrepreneurship: Training programs (crafts, knitting, sewing, embroidery, furnishing, felt embroidery, stone embroidery, silver embroidery, textile, souvenir, soap, fabric dyeing, hairdressing, pastries, etc.); entrepreneurship training, microfinance-credit support, individual consultancy services to support women entrepreneurship; Marketing-sales activities: (exhibition, fair, etc.)
4. Pre-School Education Programs: Increasing the participation of mothers in MPCCs activities Children's play rooms for children aged 04-06 are organized and activities for children are organized by pre-school trainers.
5. Child Reading Rooms: Course support activities are being conducted for children aged 07-14 years.
6. Social Support Programs: Information on official marriage, identity card etc. providing support in matters, basic education, especially girls mediation of granting educational scholarships to poor students, ,provision of social / scholarship benefits to those who need them.
7. Social Responsibility Programs: Education support campaigns, activities in neighborhood and village, environmental protection and forestation, vaccination campaign etc. support is provided on the basis of volunteerism in the work for the benefit of society.
8. Cultural-Social Activities: Seminars, exhibitions, interaction meetings, cinema and theater, important day celebrations, theater shows, trips and picnics.

As result of those programs, total of 76 programs were implemented in 44 Multi-Purpose Community Centers in 2014.The number of people registered in programs 34,422 and people have completed the programs 30,398.The sales of the products produced by women is TL 524.000

Activities	Number of Participants	
76 programs completed	**Registered Participants**	**Participants who completed**
	34,422	30,398

Multi-Purpose Community Centers Activities in 2014 (www.gapcatom.org, 28.07.2015).

CONCLUSION

As a result, those projects are expected to reduce poverty by raising the level of human development together. Result of the researches carried out, it is understood that women consider these centers as useful centers for socialization, knowledge, accumulation and skills.

Unfortunately at present, the understanding originating from the traditions and customs in the Southeastern Anatolia Region and pushing the woman to the second plan is still dominant. According to sex-based division of labor and pushing women in to man-dependent position prevents not only individual also national development. In this understanding, it is important to support women's participation in the process of socialization with changes gradually. At centers, it is understood that women participate in the process of socialization by saying that women learn their rights, "I am," and I can produce something. In addition to this, women are also supported in a cultural sense. The rest of the women who complete the education in Multi-Purpose Community Centers support the education of their children and solve the problems in the public area with conducting studies and participating significant works in this direction.It is important that women are going out of the house and that socialization gives economies one more contribute even it is less. Moreover, women who take the economic freedom are feeling more self-confident.

Women expressed satisfaction with the center and described it as a central family environment. Women feel safe when they come to the center and believe that programs are useful. They also take part in projects related to social responsibility and participate in cooperation and solidarity work. Multi-Purpose Community Centers, first opened in 1995 and reaching 44 centers by 2014, give priority to the women, who are the most effective factors in the transfer of value to the family, improving the family and contributing positively to social development.

The gender regime and men dominance in every part of world have different types of understanding. But if we look at this issue from global perspective the problems and finding solutions in almost every organization have similarities. As a conclusion one of the best quote from Madeleine Albright will be best saying for women **"There is a special place in hell for women who do not help other women."**

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"Investing in Youth for a Sustainable Future"

Stream: **Psychology**

SWEET CHILD OF MINE: FAULKNER'S NOVEL *AS I LAY DYING* AS AN EPITOME OF BOWLBY AND AINSWORTH'S ATTACHMENT THEORY

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INTRODUCTION

Although they admittedly differ in some aspects, the novels *Beloved*, *Lolita, Sons and Lovers* and *As I Lay Dying* also have something in common, apart from the distinguished place in the Anglo-American literary canon. Namely, the parental figures and their behaviour towards the descendants is in the spotlight in all four novels. *Sons and Lovers* and *Lolita* accentuate the negative psychological consequences of incestuous parent-child relationships. *Beloved* also delves into parenthood, even though the protagonists, Denver and Sethe are an epitome of a somewhat different outcome- an unequal amount of motherly love given to one's offspring. Still, it seems as if no other novel before Faulkner's short masterpiece, *As I Lay Dying* succeeded in portraying the emptiness of motherless or fatherless children's lives, or, in other cases, families where the parental figures were only formally present.

As I Lay Dying is a 100-page novel which would trick an uninformed reader into thinking it was a light read. Jay Parini described this novel as a "bleak and black comedy about a family coming unhinged as it moves homeward", as "this strange, hilarious, terrifying novel (that) presents the drama of a damaged family, with each character searching for a wholeness that cannot be restored, and that probably never was (Parini in Towner, 2008)". Even though this sentence describes the atmosphere and the topics in the novel in the most accurate way, it does little justice to the complexity of its narrative techniques or the depths of the protagonists' psychological states the author of this novel goes into. It revolves around the challenges the Bundrens, a family of six, have to face while trying to honour their mother and wife's last wish-to be buried next to her own kin. Caroline Porter (2007) sees the social conventions of the funeral ritual as a farce in this particular case, but admits that their journey, which was undertaken to fulfill these conventions is"an epic of mourning" (67). In a way, Porter also agrees with Parini and claims that they (the Bundrens) have to part with the lost object and regain the sense of individual wholeness (…), they have to struggle with each other and the nature around them in order to bring back their individual identities, and their familial relationships as well.

In his study on Faulkner, a part of the *Literary lives* series (2008) David Rampton renders this novel a divine display of these misfits' everyday lives which causes such a grotesque line of catastrophes that the chaotic aspects of their lives are almost unimportant, the consequences being even more pronounced by the outstanding precision of their inner lives.

The aforementioned author, Jay Parini (in Towner, 2008) compares the Bundrens to another famous Southern family created by Faulkner, the Compsons, claiming that the latter are also tied to the family circle by 'invisible but relentless ties' (237) and draws some parallels between the characters of these two novels, as well as the author and the people from his immediate surroundings.[49] Both Rampton (2008) and Porter (2007) pay special attention to the fact that the title of the novel was taken from the XI Book of Homer's *Odyssey*, *The Book of the Dead*, which deals with Agamemnon's death on Clytemnestra's hands, though Porter (2007) accentuates the similarities between Agamemnon and Addie Bundren, given the fact that "like Agamemnon, Addie Bundren speaks from a kind of netherworld, beyond death, but not yet wholly beyond reach" (66).

1. MOTHERHOOD IN FAULKNER'S OPUS

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[49] Parini compares Cash Bundren to Jason Compson based on the fact they are both cold-blooded and practical, expanding his remarks to Darl's complicated relationship with his mother and Faulkner's own rapport with Miss Maud, though admitting that the similarities between Dewey Dell and Caddie Compson are largely based on circumstances and not character traits.

In an article entitled *Faulkner's Motherless Children* (1987), Cleanth Brooks points out the fact that Faulkner has created motherless protagonists in almost every novel. Brooks claims it is common knowledge that Faulkner had a decisive, stubborn, dominant mother and a weak, inefficient father, which in the past usually meant that such familial circumstances would cause the son to become a homosexual. According to Brooks, however, things did not happen that way in Faulkner's case, nor it created such protagonists in his opus. Brooks goes on to claim that Faulkner "was not fixated on one situation, but could write with plausibility and conviction on the whole range of possible parental relationship, because he gave several examples of dominant mothers and weak fathers, a few cases in which a mother was weak or absent, paying special attention that there were several examples of an optimal, balanced and harmonious relationship. Brooks believes that this novel serves as evidence to the fact that Faulkner was never obsessed with motherless children, claiming that not even such a decisive mother as Addie could protect her children from Anse's selfish calculations. The author saw similarities between the protagonists of this novel and its creator[50]. Brooks' description of weak fathers coincides with Parini's opinion of Anse as an unhappy hunchback.

David Rampton (2008), on the other hand, sees Addie as "a tragic monument to lost opportunity, someone who has missed out on life, love and happiness by being born at the wrong time in the wrong place and choosing the wrong husband" (51). The same author will portray Addie as an epitome of a cruel, bitter, distrusting, dissatisfied woman (…) who does not love her own children (…) hates the fact that she was born at all, and gets her biggest satisfaction from hurting other people. As Clarke[51] (2008) claims, Addie stops seeing motherhood as something that could solace her the very moment it starts repeating itself. "Where the initial act liberates her, repetition entraps her"(188).

2. BOWLBY'S ATTACHMENT THEORY

The Origins of Attachment Theory: John Bowlby and Mary Ainsworth (1992) is an article by Inge Bretherton which explains that this theory has completely changed our views on a child's closeness to its mother. She points out that the child goes through the phases of separation, deprivation and bereavement, adding that the theory was improved by Mary Ainsworth's creation of the concept of a mother's sensitivity to the signs sent to her by a newborn baby and their role in developing the bonding pattern between the mother and the child. Bretheton explains that Bowlby's Attachment Theory stemmed from his acquaintance with two boys: a quiet one who was expelled from his previous school due to a theft, and a seven or eight-year old who was constantly at his heels. As Bretherton claims further on, the idea was developed thanks to the fact that Ronald Hargreaves from the World Health Organisation (WHO) asked Bowlby to make a report on homeless people's mental health in postwar Europe. Based upon the collected evidence, Bowlby concluded that, to grow up mentally healthy, "the infant and young child should experience a warm, continuous, relationship with his mother (or permanent mother substitute) in which both find satisfaction and enjoyment" (765).

According to Bretherton (1992), the theoretical framework of the study was made up of three Bowlby's papers on the nature of the mother-child relationship and the anxiety caused by their separation, dated from 1958 to 1960, as well as two unpublished papers dealing with the defense mechanism during the grieving phase, dated to 1962. Bowlby intended to write only one volume, but created three instead, although it is indisputable that the other two volumes, *Separation* (1973) and *Loss* (1980) did not affect developmental psychology as much. In the second volume, Bowlby elaborates that there are two types of stimuli which cause fear in children.

1) The presence of unlearnt danger signs, as well as those acquired via one's own culture
2) The absence of a figure one can be attached to

The empirical evidence, as Bretherton explains, were gathered by Mary Ainsworth during her 9-month observation period in Uganda in 1953, and Baltimore, 1963. Both these projects were carried out in natural, homely conditions with 26 families taking part. Ainsworth visited every family 18 times during the children's life span from one month to 54 weeks, resulting in 72 hours of collected material per family. It is further explained in this article that a child will think of itself as worthy and reliable if the attachment figure has recognized its need for solace and protection while simultaneously respecting its urge for an independent,

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[50] Most readers compare Faulkner to Darl due to his shyness and artistic preferences while Brooks himself believes there are certain similarities between Faulkner and Vardaman.

[51] Deborah Clarke's essay on the motif of motherhood in this novel is a part of Harold Bloom's collection of essays about William Faulkner.

personal exploration of the world. The child will also itself as incompetent or unworthy if the parental figure has neglected the aforementioned needs.

3. THE APPLICATION OF THE ATTACHMENT THEORY ON THE PROTAGONISTS OF WILLIAM FAULKNER'S NOVEL *AS I LAY DYING*

The previous part of the paper has elaborated on the fact that the Attachment Theory was tested on the age groups ranging from one month to 54 weeks. However, in the following section of the paper I will try to prove that the consequences of separation from the maternal figure are visible during the adolescent or adult period as well by using the experiences of the novel's protagonists- Darl, Dewey Dell, Vardaman, Jewel and Cash.

Robertson (in Bretherton, 1992) believes there are four grieving stages which can occur during the adult life:

  a)   Numbness
  b)   Yearning and protest
  c)   Disorganisation and despair
  d)   Reorganisation

According to the division mentioned above, one can reach the conclusion that the children in the novel find themselves in the third grieving stage (disorganisation and despair) as the novel unfolds, while the last one (reorganisation) is the one they all strive to achieve. Calling upon Marris (1958), Bretherton reveals that the grieving process repeats itself as long as certain patterns motivating attachment are activated, and as long as the attachment figure is unavailable.

Marris (in Bretherton, 1992) believes that, in cases where different substitute figures come too quickly one after another a person becomes unable to form a deeper, meaningful relationship with other people. An epitome of this claim in Faulkner's novel is the fact that the character Dewey Dell becomes a part of the funeral procession in order to arrive to Jefferson, where she intends to carry out an abortion. She needs one, due to the fact that she suffered unwanted consequences stemming from a moment of passion that overwhelmed her while she was picking cotton in the field with a man named Lafe. That occurrence is what the first internal monologue in the novel, whose narrator is Dewey Dell herself, revolves around. Dewey Dell claims that she promised her body to Lafe only if their sack was full by the moment they reached the forest. Although there was no quick alternation of substitute figures in the novel, nor the number of them too large, (Anse found only one new wife at the very end of the novel), the consequences are identical- she is unable to communicate openly and there is a lack of meaningful relationships, which is best illustrated by Dewey Dell's statement that "the process of coming unalone is terrible" (Faulkner, 1964).[52] Another piece of evidence is the fact that Dewey Dell is unable to change anything in her behavioural patterns because she repeats the very same one while trying to erase the consequences of her previous short encounter (when the apothecary called McGowan lures her into the basement by telling her that he will give her the abortion drug there, just so he could take advantage of her unstable and lascivious nature. Porter (2007) sees Dewey Dell as a tormented soul trying to understand some things and claims that Faulkner depicts her yearnings and doubts, as well as her rejection of responsibility and acting.

In *Erasing and Inventing Motherhood* an essay which has already been mentioned in this paper, Deborah Clarke claims that Dewey Dell does not feel the need to find any substitute for her mother because she will literally double her with her own pregnancy. Clark explains that Dewey Dell reacts to her mother's death and her upcoming pregnancy by refusing to turn her thoughts and feelings into words. Clarke also reveals the fact that many critics saw her pregnancy as a sign of hope, and that by reading things that way, one easily forgets that her pregnancy was actually a consequence of a certain kind of violence. Darl also fits Bowlby's theoretical framework due to the fact that separation anxiety is caused by repeated threats of leaving or refusal, with the difference that in Darl's case those threats were fulfilled. Deborah Clarke says that Darl "never attempts to construct a figurative replacement for the mother, possibly because never had a mother to replace" (195). Clarke also claims that Darl doubts the existence of real mothers due to his own complicated maternal relationship- In fact, Darl does not only doubt the maternal figure, but himself as well, which is a fact clearly pointed out in Porter's (2007) study: "Always uncertain of his own being, he is compelled to reach out and connect with the world through a vividly sensory imagination in order to know that he "is". Porter also

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[52] All quotes used in this paper are cited as they appear in the PDF version which was reproduced photographically from the corrected and reset edition published by Random House, Inc., in 1964.

elaborates that the emotional refusal Darl suffered from his mother has made him psychologically fragile and that her death only makes it worse. Rampton (2008) thinks that his habit of "framing" everything that enters his vision makes Darl a lucid observer.

Darl's overly enhanced sensory perception is easily confirmed from his claims that water tastes better if it is kept in a cedar pail - "Water should never be drunk from metal" (Faulkner 1964), or the way he describes the lantern and the light it throws. His remark on the sunset sky can also be used to prove this point: "The sun, an hour above the horizon, is poised like a bloody egg upon a crest of thunderheads; the light has turned copper" (Faulkner, 1964). Cora Tull, the Bundren's neighbour is among the first ones who notice Darl's specific nature. "Darl was different from those others. I always said he as the only one of them that had his mother's nature, had any natural affection" (Faulkner, 1964). While the Bundrens were travelling across the river, the coach turned upside down. Cora's husband, Vernon Tull thinks this was a situation where it was obvious that Darl was wiser than all of them "and you are one of the folks that says Darl is the queer one, the one that aint bright; and him the only one of them that had sense enough to get off that wagon" (Faulkner, 1964). The aforementioned psychological fragility of Darl's is most obvious near the end of the novel in his dialogue with Vardaman, when he makes him put an ear close to the coffin and claims that their mother is talking to God and asking for help pleading to be hidden from the human eyes. Driven by Darl's drama, Vardaman thinks that Addie has turned over in her coffin and that she is watching him, although it is not clear to him how she does it, since the holes that he has made are placed on its top.

The climax of Darl's emotional trauma occurs after he puts Gillespie's barn on fire in order to destroy his mother's body. Darl is proclaimed crazy, so that the family would not have to pay for damaging it. We do not find out about this event directly, but only from what others have told about it. We find out that Darl went to Jackson by train and that the heads were turning after him as an owl's while he was laughing uncontrollably. Addie's death, however, affected all the sons equally, and the problem is that "for her sons especially she is both there and not there; her body is there, her self is missing" (Faulkner, 1964). Cash, the carpenter, denies the inevitable by doing what he knows best- he makes a coffin for his mother whose finery and quality is confirmed by Darl's statement that even "Addie Bundren could not want a better one, a better box to lie in" (Faulkner, 1964). Deborah Clarke believes that, for Cash, "the coffin that he so carefully constructs becomes the emblem of the mother (…) Cash seems to feel that she would be disturbed by a dirty coffin. (190). The same authoress claims that all the sons have to get rid of the symbols that serve as a substitute for the mother (Cash's coffin, Jewel's horse and Vardaman's fish) so that the final burial of the mother could take place. That is why, according to Clarke (2008), the coffin undergoes damage. Cash has his own reasons for travelling to Jefferson, as all other members do- he goes there in order to buy a graphophone. "I don't know if a little music isn't about the nicest thing a fellow can have" (Faulkner, 1964). Jay Parini (2008) sees Cash as a cool, practical person, similar to another Faulkner's protagonist, Jason Compson.

Porter (2007) lists Cash's drawbacks and explains that, first and foremost, he "thinks and works within a precise and narrow framework relying on a basically literall-minded reading of the world" (71). Several authors have pointed out that the evidence of Cash's literal understanding of the world is the monologue in which he describes the process of the coffin-making. Porter (2007) believes that it is Cash's virtue that his narrow-mindedness does not stop him from analysing everything his mind tells him, nor it prevents him from enjoying the beauty of music.

Rampton (2008) deems the other brother, Vardaman "the inarticulate, earthbound absorber of powerful impressions, for whom the writer fashions, not a plausible vocabulary or way of thinking exactly, but a lexical and syntactic simulacrum of simplicity" (53). Porter (2007) also claims that "he may lack the vocabulary (…) but he does not lack the grasp of what he is experiencing". (84). The same authoress claims that Vardaman sees his mother as a fish because that would mean that she would be able to escape from the coffin into the water the very moment the carriage turned upside-down. Vardaman is the one through whose eyes we find out about Dewey Dell's indiscretion with the apothecary, as well as about the situation with Gillespie's barn. The strength of Vardaman's denial of his mother's death is probably most visible when he says that, if Cash is allowed to put nails into their mother's coffin, that means she is not in there. However, Darl claims that Jewel was their mother's favourite and believes that is the reason she has given him that name. One of Jewel's most important character traits is his emotional attachment to a horse he bought for himself, a Texas pony that was first bred in that area 25 years ago. Jewel had been so careful with his purchase that his mother did not understand what was going on until five months had already gone by. Porter (2007) remarks that Jewel lives in a state of constant rage and elaborates that ever since puberty the horse has been his only link to the outside world.

Porter (2007) also elaborates that the horse is nameless and wild in order to remain an honourable opponent for Jewel, while simultaneously being his friend in a life battle. She claims that Jewel and the horse bear a

close resemblance to each other due to the fact that they are constantly on the verge of losing control. According to Deborah Clarke (2008), Jewel thinks that the guilt for Addie's death lies on the rest of the family, and she also claims that Darl is almost pathologically jealous of Jewel, which is why he makes his brother sell wood with him on the day Addie dies- to prevent him from saying goodbye to a mother he himself never had. Clarke further claims that, just like many other Faulkner's characters, Jewel has to live a fatherless life. (His father is not Anse, but a priest called Whitfield). Whitfield visited the Bundren family upon hearing the news of Addie's death, having fought the devil for a whole night and being the one that won. He asked God's advice and He told him to go to their house and admit that he had broken a God's commandment. The priest said that after he held a wake on Addie's deathbed, his soul was calmer and freer than it had been the case for a number of previous years.

It is up to the Bundren family to seek for the peace Whitfield found. Although the critics speak fairly little of Vardaman and Jewel (in comparison to the other protagonists of the novel), both of them belong to a group of emotionally distressed people, which is manifested in different ways- Vardaman reacts with simple-mindedness, while Jewel nourishes an uncontrollable rage. There are negative consequences in both cases, making the two of them perfect subjects for proving Bowlby's Attachment Theory, which was the aim of this paper.

CONCLUSION

The main assumption of Bowlby's Attachment Theory- the fact that a child needs a heart-warming climate and a loving behavior of its closest kin in order to grow into a mentally healthy individual is an axiom. If there is a lack of such support, however, the consequences will be visible in most cases, but not exclusively during the toddler period or in the most extreme form. The behavioural patterns of Faulkner's protagonists in *As I lay dying* speak louder than any scientific proof. Dewey Dell, the only female descendant in the Bundren family repeatedly makes the same mistake in relation to several different men- she avoids any kind of attachment or forming a meaningful relationship, all that due to her mother's death. Cash, on the other hand, creates his own defense mechanism- he completely immerses himself in what he does best- carpeting. Vardaman's understanding of his immediate surroundings is in itself a form of protection from the unhappy event. Even though the consequences are most easily visible on Darl, not even he should be definitely regarded as a mentally impaired individual. Such a representation of his personality near the end of the novel stems almost exclusively from the fact that Mr Gillespe intended to sue the Bundren family, since Darl put his barn on fire in order to cremate his mother's body. During the whole course of the novel, Darl was portrayed as the cleverest and most lucid of them all, which does not coincide with an extremely negative view of one's psychological state.

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MENTAL DISORDERS AND EFFECTS ON YOUTH

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ABSTRACT

Mental health includes our emotional, psychological and social wellbeing. Mental disorders are characterized by a change in thinking, mood, or behavior associated with distress or impaired function. Mental disorders are a constant problem for youth in all societies. The way in which a mental disease develops can vary. They usually appear from 12 to 24 years old and have an impact on the child's development and their social and economic integration. Mental disorders discovered at later age. Suicide, substance abuse and unprotected sexual activity are the most common issue during adolescence. A variety of factors cause mental illnesses such as biological factors, negative early life experiences, individual factors, social circumstances and serious illness. Schizophrenia, bipolar disorder, and depression are genetically heritable and may be activated by the environment. Mental illnesses that affect children and adolescents include anxiety disorders, attention-deficit/ hyperactivity disorder (ADHD), conduct disorder, depression, psychosis, bipolar disorder, eating disorders, schizophrenia, suicide. Depression is the most common mental health disorder of youth. Children who are very sensitive or anxious are more likely to develop depression. Depression affects the way that children and adolescents feel and behave. Schizophrenia and other psychotic disorders are medical illnesses that result in bizarre thinking, perceptions, and behaviors. It is an uncommon psychiatric illness in young children and is difficult to recognize in its early phases. Untreated anxiety disorders disturb family relationships, affect performance in school, social functioning and lead to severe mental and physical problems. Anxiety disorders are caused by life events, inheritance, and biochemical factors. Bipolar disorder is a serious brain illness. Bipolar disorder is characterized by dramatic or unusual mood swings between major depression and extreme elation, or mania. It's more prevalent in youth who have a family history of mood disorder or psychiatric problems. Youth with conduct disorder have difficulty tracking the rules and behaving in a socially acceptable way. Psychological symptoms cause major emotional distress or interfere substantially with daily life and social interactions. Signs of mental illnesses include persistent irritability, anger, or social withdrawal, as well as major changes in appetite or sleep. Mental disorders are treated by combining psychotherapy with medications.

Keywords: Mental, Disorder, Youth, Factor, Effect

INTRODUCTION

Mental illness includes mental disorders that are manifested by changes in the way of thinking, behavior, and emotional state. Youth with mental disorders express concern and change in their health. Adolescents with mental disorders are often involved in inadequate activities. Youth with a mental disorder do not care about the maintenance of their health, they feel overlooked by others, do not have confidence, and have bad relationships with family and friends. Good mental health in childhood is important for normal healthy development, for involving a child in society, caring for oneself, and involvement in learning. Mental disorders in children and adolescents appear in many areas and in different ways. Mental disorders occurring at a young age lead to continuous impairment in adulthood. Knowing signs and symptoms of mental health disorders is important because early intervention may be critical to restoring health. Mental health disorders are characterized by the disruption of emotional, social and cognitive functioning. There is a need for financial costs for the treatment of youth with mental illness. This financial cost should cover the family and the society. Mental illness is brain dysfunction, affecting:

- Perception - Youth with mental health disorder experience the world in an unusual and strange way (eg, hear voices, see things that others do not see).

- Thinking - The thoughts of children and adolescents with mental health disorder are quick, slow, poorly organized, confusing, illogical, irrational.
- Humor - Children and adolescents affected by mental illness exhibit rapid change in mood (eg, depression, anxiety, mania).
- Behaviors - Youth people with mental health disorder exhibit bizarre and confusing behavior.

Mental illnesses are the product of the interaction between biological, psychological and socio-cultural factors. There are many factors that affect the appearance of mental illnesses. These factors include:

- Genetics - Genetic factors have an important influence on the occurrence of mental illnesses. Genetic factors affect the appearance of Schizophrenia, Bipolar Disorders, Major Depressive Disorder, General Anxiety Disorders, and Obsessive-Compulsive Disorders.
- Other variables- The abnormal functioning of circles or nerve cell pathways, including abnormal neurotransmitters, defects, and brain damage, have also been identified as potential causative factors of mental illness.
- Psychological issues: Various psychological traumas, such as emotional, physical or sexual abuse, cause mental illness. Neglecting symptoms of psychosis and schizophrenia affects the deterioration of mental illness.
- Environmental factors: Numerous environmental factors have been shown as contributors or causes of mental illness. The stresses of life such as the death of a loved one, divorce, school change, loss of a job, financial difficulties affect mental health problems. Among the external factors contributing to the appearance of mental disorders include prenatal exposure to viruses, toxins, alcohol, drugs, nutritional deficiencies, chronic medical disorders, autoimmune diseases, infections, tobacco use, excessive alcohol intake, air pollution, exposure to toxins, high temperatures, seasonal patterns, natural disasters.

Some environmental factors that affect the appearance of mental illnesses may be altered. Awareness about these environmental factors helps to apply preventive measures, make early diagnosis and apply strategies for immediate treatment of mental health problems. Mental illness has a great impact on the economy and is associated with significant costs.

1. DEPRESSION

Depression is characterized by a disturbance in the function of the brain, in the part that controls the emotions. Depression may appear at any age, but chances grow when the child reaches puberty. It is estimated that 15 to 20 percent of youth experience depression from the age of 18. The risk is greater for girls. Early adolescence in girls makes those 1.5 to 3 times more likely to experience depression than boys. Like adults, children and adolescents experience depression with accompanying feelings such as despair, guilt, or sadness. Common symptoms of depression include:

- Sadness or depressed mood
- Irritability
- Decreased energy and interest in activities
- Loss of feelings of pleasure
- Changes in sleep and appetite
- Difficulty thinking clearly, making decisions, and concentrating
- Lethargy and nervousness
- Feelings of hopelessness, worthlessness, and guilt
- Thoughts of death or suicide

Irritability and frustration are sometimes more important than low mood in children and adolescents. Girls express more internal symptoms, like loneliness, unhappiness, and self-hate, while boys exhibit more behavioral changes, such as hesitation in talking, sleeping problems, difficulty concentrating, and decision making. Adolescent depression is similar to the form of depression in adults but with more frequent manifestations of mood symptoms. Depression often accompanies the symptoms of anxiety. Depression can become chronic or recurrent. Because depression disorders may result in suicide, depression among children and adolescents is a major concern.

1.1 Major Depressive Disorder

The main feature of the Major Depressive Disorder is the presence of depressed humor, loss of interest or satisfaction, nervousness. DSM-IV criteria suggest that there should be five symptoms of depression for at least two weeks, and these symptoms to cause distress, and affect the behavior of the child to be diagnosed with the disease. Children and adolescents with Major Depressive Disorder experience sadness, hopelessness, guilt, loss of interest in activities that are usually enjoyable, nervousness most of the time. Along with depression of humor or loss of interest in previously enjoyable activities, youth diagnosed with major depressive disorders should experience at least four of these symptoms:

- A significant change in weight
- Sleep disturbance
- Series of unintentional motions (psychomotor agitation) or a slowing down of speech or movements (psychomotor retardation)
- Fatigue or loss of energy most of the time
- Excessive feelings of worthlessness or guilt
- Difficulty thinking or concentrating
- Recurrent thoughts of death or suicide

Preschoolers with depression, have more sleep problems, feelings of guilt, changes in weight, diminished interest for activities, and difficulty concentrating or thinking clearly. Children age three to five may be more accident-prone and have certain phobias. Children aged six to nine are more aggressive, quarrel with parents, and avoid events and friends. School children experience less sleep disturbance, appetite changes, and motivational problems than teenagers and adults. Adolescents have inadequate relationships with family and friends. In adolescence, the symptoms evolve and are more typical of growth, such as feelings of hopelessness, distress, and guilt. Teenagers with depression disorder sleep more, have more problems with appetite and exhibit nervousness. Some experience suicidal ideation, or attempt suicide.As early as the treatment of depression begins the more effective is the treatment. Youth with depression are treated with combined therapy, with antidepressant drugs, and talk therapy (psychotherapy).Antidepressants improve the way the brain uses certain chemicals that control mood or stress. The antidepressants used for thetreatment of depression are:

- Selective serotonin reuptake inhibitors
  - Fluoxetine
  - Fluvoxamine
  - Paroxetine
  - Sertraline
- Serotonin and norepinephrine reuptake inhibitors
  - Duloxetine
  - Venlafaxine
- Tricyclic antidepressants
  - Amitriptyline
  - Amoxapine
  - Desipramine
  - Doxepin
  - Imipramine
  - Nortriptyline
  - Protriptyline
  - Trimipramine
- Monoamine oxidase inhibitors
  - Isocarboxazid
  - Phenelzine
  - Selegiline
  - Tranylcypromine

2. ANXIETY DISORDERS

Anxiety disorders are among the most common psychiatric diseases in children and adolescents. Youths who suffer from anxiety disorders typically experience impairment in social, family, and educational domains of functioning. Anxiety disorders refer to a group of disorders and not a single disorder. The common characteristic of these disorders is that affected individuals express concern or fear that interferes with their ability to perform duties in everyday life. Anxiety disorders often present with somatic symptoms and other conditions such as hypoglycemia, migraine, seizures.Youths may experience some types of anxiety disorder. Some types of anxiety disorders are:

2.1 Separation Anxiety Disorder

This disorder is characterized by excessive anxiety due to separation from home or from persons with whom the child is affiliated. Children with Separation Anxiety Disorder refuse to go to school and to sleep without being a parent present. They may have nightmares about being lost or kidnapped. They may also have physical symptoms such as stomachaches, or even throwing up out of fear. To meet the DSM-IV criteria, anxiety should be higher than expected for the child or adolescent development level, and cause concern in the social, academic field. Separation Anxiety Disorder is more common in younger children but causes more damage in older children.

2.2 Generalized Anxiety Disorder

This disorder is characterized by excessive anxiety, anxiety for events or different activities, which appear for a period longer than six months. DSM-IV criteria determine that adolescents with Generalized Anxiety Disorders should manifest one of the symptoms as distress, fatigue, muscle tension, and difficulty concentrating to be diagnosed with the disease. Children with this condition often try to do things perfectly. They also feel a need for approval. Generalized Anxiety Disorder is more common in adolescents.

2.3 Social Phobia

This disorder is characterized by marked, persistent fear and deviation from society or different situations. Social Phobia occurs more often in adolescents than in young children. The adolescent is concerned about social situations, like having to go to school or having to speak in class. Symptoms are redness, sweating, and muscle tension. Children with this disorder usually try to control their symptoms by avoiding situations that are afraid. Young people with social phobia are extremely vulnerable to criticism. They also suffer from low self-esteem, be easily embarrassed, and self-conscious. To meet the DSM-IV criteria, fear or avoidance should interfere with the normal routine of the child or adolescent, academic functioning, social activities, relationships, or the person should experience marked distress about phobia.

2.4 Obsessive-Compulsive Disorder

Obsessive-Compulsive Disorder occurs in early childhood or adolescence. Children and adolescents with the Obsessive-Compulsive Disorder have frequent, uncontrollable thoughts that are unreasonable. The main features of this disorder are repetitive obsessions and compulsions that are severe for a long time and cause significant disturbance or significant damage. Obsessions are ideas, thoughts, impulses, or persistent images that are annoying, difficult to control, and in children and adolescents cause anxiety or distress. Obsessions include concerns about things like dirtiness, the presence of microbes, or the concern that may do inappropriate public action. Duties are repetitive behaviors, such as brushing hands, changing clothes over and over, repeating things, counting and ordering things over and over again. To meet DSM-IV criteria, obsessions or compulsions should cause distress, appear for a long time, or affect the daily life of youth.

2.5 Panic Disorder

Panic Disorder is a severe type of anxiety disorder. Panic Disorder is characterized by spontaneous panic episodes, which are repeated, with palpitations, sweating, tremors, and dry mouth. The panic attack in adolescents appears when they feel scared. Adolescents or children do not want to go to school and refuse to leave home. Panic disorder appears more often in adolescents. Treatment consists of a combination of pharmacotherapy and psychotherapy. For the treatment of anxiety disorders, antidepressants are used:
- o Selective serotonin reuptake inhibitors
- o Serotonin and norepinephrine reuptake inhibitors
- o Benzodiazepines

3. ATTENTION DEFICIT HYPERACTIVITY DISORDER

Attention Deficit Hyperactivity Disorder is a continuous disorder of carelessness, hyperactivity, and impulsivity more common and more severe than in other individuals. Children and adolescents have difficulty concentrating and ending their duties and activities, making careless mistakes in school or other duties. Children and adolescents with hyperactivity problems talk excessively, having trouble staying still when it is appropriate or expected and act like they are always "on the go". DSM-IV criteria require at least six symptoms of inattention or impulsivity, of hyperactivity, which persist for at least six months and are at odds with the child's level of development. Symptoms should be present at school and at home, and some of the symptoms that cause injuries should be present before the age of seven years.
Treatment for Attention Deficit Hyperactivity Disorder can help relieve the symptoms. Attention Deficit Hyperactivity Disorder can be treated using medication or therapy, but a combination of both is best. There are five types of medication for the treatment of Attention Deficit Hyperactivity Disorder:
- Methylphenidate
- Dexamfetamine
- Lisdexamfetamine
- Atomoxetine
- Guanfacine

4. CONDUCT DISORDER

Behavioral Disorder is defined as repeated and persistent behavior to a degree that violates the fundamental rights of others, major social norms or rules in the following areas: aggression against humans or animals, property destruction, fraud or theft and gross violation of the rules. Young people with behavioral disorders display a range of behaviors that often involve harassment, frequent physical fighting, staying out of the night without permission, leaving home, or frequent leaving school. DSM-IV criteria require that at least three of these behaviors are present during the past twelve months and that behavioral disturbance causes significant clinical injuries in social, academic, or professional functioning.

5. SCHIZOPHRENIA

Schizophrenia presents a major psychiatric disorder characterized by psychotic symptoms that change the perception, thoughts, mood, and behavior of the child. The onset of schizophrenia usually occurs between the ages of 16 and 30. The disease culminates at the age of 30.
Early central nervous system lesions affect the normal maturational processes of the brain in young people having schizophrenia. During puberty happens changes in the brain that may affect the appearance of schizophrenia. Ventricles enlarged abnormally in youth ages 14 to 18, suggesting a shrinking of brain tissue volume. This shrinking is significant because losses in the rear of the brain are influenced primarily by environmental factors and suggest that a non-genetic cause may play a role in the initial progression of the disorder. The onset, course, and severity of schizophrenia are due to the interaction between the environmental and biological risk factors. Psychosocial factors affect the onset, episode intensity, and relapse rate. The early

appearance of schizophrenia is associated with severe damage. For schizophrenia, five symptom dimensions can be described:

- ➢ Positive symptoms
    - o Hallucinations, which can be auditory, visual, somatic-tactile, and olfactory. Characteristic of schizophrenia is the hearing of different voices that guide and order children to do inappropriate actions.
    - o Delusions, which can be persecutory, jealousy, guilt, grandiose, religious, and somatic. Typical for patients with schizophrenia are delusions of reference, of being controlled, of mind reading.
- ➢ Negative symptoms
    - o Affective flattening- can be shown as unchanged facial expression, decreased spontaneous movements, the paucity of expressive gestures, and poor eye contact.
    - o Alogia- poverty of speech, blocking, and increased response latency.
    - o Attention- social inattention
- ➢ Disorganized symptoms
    - o Bizarre behavior, including bizarre clothing and appearance, social and sexual behavior, aggressive or agitated behavior and repetitive or stereotyped behavior.
    - o Disorganized thinking- Thoughts that jump from one idea to another without a clear connection.
- ➢ Cognitive symptoms refer to the difficulties with concentration and memory:
    - o slow thinking
    - o difficulty understanding
    - o poor concentration
    - o poor memory
    - o difficulty expressing thoughts
    - o difficulty integrating thoughts, feelings, and behavior.

The diagnosis of schizophrenia, according to the DSM-IV, requires at least a one-month duration of at least two of the following:

- delusions;
- hallucinations;
- disorganized speech;
- grossly disorganized or catatonic behavior;
- negative symptoms

Based on DSM-IV we have five subtypes of schizophrenia:

- ❖ Paranoid type is the most common type of schizophrenia, typically beginning in adult life. It is the prototype of positive symptoms. The paranoid type is characterized by hallucinations and persecutory delusions.
- ❖ Catatonic type - It is characterized by a disorder in motor function and is associated with stupor, negativism, rigidity, excitement or posturing. Rapid alternations from one extreme to another (excitement) are also possible.
- ❖ Disorganized type- Disorganized type begins most often in puberty with an insidious, slow and unspecific onset. Children and adolescents manifest disorganized behavior and thoughts and are confused. This type is characterized by a marked regression to a primitive, disinhibited and disorganized behavior. Depersonalization phenomena can be present. The contact with reality is poor, the emotional responses are inappropriate. They can burst into laughter without any apparent reason.
- ❖ Undifferentiated Type - It is associated with the symptoms of schizophrenia but is not involved in any type of schizophrenia.
- ❖ Residual Type - It is characterized by the presence of negative symptoms while the symptoms of the active phase of the disease are removed.

Schizophrenia should be treated throughout life. Schizophrenia is treated with medications and psychotherapy. Antipsychotic medications are the most common drugs. Antipsychotics control symptoms by affecting the brain neurotransmitter dopamine.

Second-generation antipsychotics are preferred to be used due to minor side effects. Second-generation antipsychotics include:

- Asenapine
- Clozapine
- Asenapine
- Brexpiprazole

- Iloperidone
- Lurasidone
- Olanzapine
- Risperidone

First-generation antipsychotics include:
- Chlorpromazine
- Fluphenazine
- Haloperidol
- Perphenazine

6. BIPOLAR DISORDER

Bipolar Disorder (or manic-depressive disease) is an illness of the brain that causes changes in a person's mood, energy level, thinking, and behavior. Bipolar Disorder is usually characterized by episodes of mania and depression. Bipolar disease diagnosed in adolescence. In youth with bipolar disorder, mood swings can appear in four forms: mania, depression, mixed episodes (when mania and depression occur together), and hypomania (primarily irritable moods).

During manic episodes, symptoms may include:
- Mood
  - Elevated, high, or euphoric mood
  - Irritable, angry
- Thinking
  - Having many thoughts at the same time
  - Distractibility or inability to concentrate
  - Unrealistic beliefs
- Behavior
  - Increased activity level that coincides with changes in mood, thought, or energy
  - Speech that is faster, louder than usual
  - Silly, goofy behavior that cannot be stopped despite negative consequences
  - Angry behavior that results in destroyed property, physical aggression, yelling or crying

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), a manic episode is diagnosed if a person suffers from multiple diagnostic symptoms that last seven days or that require hospitalization. During depressive episodes, symptoms may include:
- Mood
  - Sad or empty moods
  - Feelings of hopelessness or pessimism
  - Feelings of guilt, worthlessness, or helplessness
  - Loss of interest or pleasure in activities once enjoyed
  - Aches that are not caused by physical illness or injury
  - Irritability
- Thinking
  - Thoughts of suicide or death or a suicide attempt
  - Difficulty concentrating, remembering, and making decisions
- Behavior
  - Restlessness or irritability
  - Sleeping too much or not enough
  - Unintended weight loss or gain
  - Social isolation

There are four basic types of bipolar disorder:
- ❖ Bipolar I Disorder -The classic form of the illness is called bipolar I disorder. Bipolar I is characterized by recurrent episodes of mania and major depression
- ❖ Bipolar II Disorder - People with hypomania that alternates with major depression.
- ❖ Bipolar Disorder Not Otherwise Specified - characterized by symptoms of the bipolar disease but does not participate in any type of bipolar disorder.

Bipolar disorder is treated with three main classes of medication: mood stabilizers, antipsychotics, and, antidepressants. Typically, treatment involves a combination of at least one mood-stabilizing drug and atypical

antipsychotic, plus psychotherapy. The most used drugs for the treatment of bipolar disorder include lithium carbonate and valproic acid.

CONCLUSION

Mental disorders are among the most common diseases in youths. Signs and symptoms of mental illness vary, depending on the type of disease, the way the disease is manifested, and the factors that influence the onset of the disease. Mental illness symptoms affect emotions, thoughts, and behaviors. Mental diseases are caused by genetic and environmental factors. Mental disorder causes significant distress or impairment of personal functioning. Symptoms may be persistent, relapsing or occur as a single episode. There are many mental disorders, with a different manifestation. The burden of mental disorders continues to grow with significant impactson health, social, and economic condition.

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CYBERBULLING AS A FORM OF YOUTH'S DESTRUCTIVE BEHAVIOR IN RUSSIA

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ABSTRACT

Currently, the Internet is a tool of international communication, which is able to influence the process of modern children and youth' socialization. Internet addiction, gambling, involvement in "death groups" or extremist groups – all of these are just some of the issues caused by the influence of Internet on the formation of the personality of the younger generation.

Over the last ten years, the number of Internet users has increased tenfold (in 2006 – 5 %, 2016 – 53 %). The most active part of the Internet community is teenagers aged 12-17 (90 %). Despite the indisputable advantages, Internet has significant disadvantages: anonymity, large population coverage, rapid dissemination of information, uncontrollability, impunity, the presence of sexual overtones, which are creating threats to the mental health of children and young people.

One of the threats of the Internet space is the problem of cyberbullying. According to the study "Children of Russia on-line", 23 % of Russian children and adolescents aged 9-16 were objects of cyber-crimes. The results of the study, conducted by the World Health Organization in 2013-2014, prove the connection between cyberbullying and suicide among adolescents aged 11-15.

The main goal of cyberbullying is the infliction of psychological harm to the individual, the destruction of his/her social relations through harassment of messages, containing insults, intimidation, critical statements, publications of negative information in Internet.

Cyberbullying has a number of special characteristic features. Some of them are the following: the public nature of aggressive actions; the deliberate placement of negative information in Internet; the anonymity; the regular violent actions; the lack of complete control over the situation of harassment.

The article contains the results of the survey of school children aged 12-17, conducted in 2017 in Saratov region (Russia). The empirical data indicates the increasing number of children and youth who were the target of cuberbulling for the last year and the need of implementation of prevention programmes and the increase the awareness of parents, teachers and other children about the problem that is a cause of the aggression and violent behavior, emotional and neurotic disorders, depression, poor academic performance and low self-esteem of children and youth.

Keywords: cyberbullying, children and youth, Internet, threat, Russia.

INTRODUCTION

Currently, cyberbullying as a form of destructive behavior is one of the most common issues in children and youth groups, which significantly increases the risk of suicide, leads to an escalation of aggression and violence, emotional and neurotic disorders, depression, lack of academic activity. One of the first scientist who has given a definition of cyberbullying was the Norwegian psychologist D. Olveus in 1993, who believed that cyberbullying is a deliberate, systematically repeated aggressive behavior involving the inequality of power [Olweus, 1993].

Nowadays, by cyberbullying we mean a deliberate, repeated, aggressive impact on a child carried out by an individual or a group through electronic or Internet technologies, including the use of web pages, e-mail, MMS or SMS-messages, instant messages in social networks, blogs, chat rooms, forums, and online computer games [Bochaver, 2014].

The problem of cyberbullying among peers appeared in the early 2000s in Japan, the United States, Canada and Western Europe, in countries where the level of Internet access is very high. The All-Russian Center for the Study of Public Opinion states, that 80 % of Russian population use Internet access in 2018 [Number of Internet users in Russia, 2018]. According to the words of Vladimir Putin, President of the Russian Federation, who spoke at International Cybersecurity Congress, which took place on July 5-6, 2018 in Moscow, Russia

ranks first in Europe in terms of Internet users, the number of which reached 90 million [International Cybersecurity Congress, 2018].

1. THE OVERVIEW OF THE ISSUE

The main goal of cyberbullying is the infliction of psychological harm to the individual, the destruction of his/her social relations through offensive messages, containing insults, intimidation, humiliation or critical statements, publications of negative information in the Internet. The problem of cyberbullying is the most relevant for children of adolescence, which is characterized by a high level of sensitivity to self-assessment by peers, rumors and social setbacks.

The survey, conducted in European countries (n=23 420) showed, that 5 % of children and youth were being cyberbulled more than once a week; 4 % once or twice a month and 10 % less often [Cowie, 2013].

According to research, conducted by Microsoft in 2012, Russia ranks fifth among 25 states in terms of the level of cyberbullying among Russian schoolchildren: almost half of them aged 8-17 stated that they were targets of harassment [Online bullying among youth 8-17 years old – Russia, 2012]. According to World Health Organization's study "Growing up in unequal conditions: gender and socioeconomic differences in the health and well-being of young people. Behavior of school-aged children in health", commissioned in Russia in 2013-2014 among children aged 11-15, the correlation was found between cyberbullying and suicide. The report contained the information that 23% of 11 years old girls and 27% of boys of the same age confessed that they were the target of cyberbulling two or three times a month [World Health Organization, 2016]. The results of the study "Children of Russia online" among children aged 9-16 showed that 23% of children and youth were victims of cyberbullying. It was found that every tenth girl experiences the consequences of cyberbullying for several months, which can lead to suicide [Children of Russia online, 2012]. In addition, the peculiarity of the manifestation of cyberbullying in Russia is the fact that it is often carried out for social or national reasons and can be perceived as a kind of extremism [Parfentiev, 2009].

According to the Research Center for CyberBulling in 2017 on average in Russia: 42% of children were a subject of Internet harassment; every fourth person was in this situation more than once; 58 % of children received angry and offensive comments; four out of ten respondents faced this many times; 35 % of children received online threats; every fifth teenager was aggressively cyberbulled several times; 53% of children insulted others online themselves; one out of three did it several times; 21% of children received letters with threats or messages with insults; 58% of children have not informed their parents or teachers that they have been the victim of Internet harassment [Cyberbullying or Internet-hunting, 2018].

All participants of cyberbullying process can be conditionally divided into three groups: aggressors, victims and observers. In a virtual space, the position of the "cyberaggressor" gives an imaginary sense of superiority; the persecutor does not necessarily have the authority of peers, and he/she is not limited to moral, ethical and legal norms, unlike the real world. "Victims" of cyber-bullying, as a rule, are children who have been previously harassed in real life, in most cases because of low-self-esteem, vulnerability, difference in appearance, behavior, nationality, race, etc. [Kowalski *et al.,* 2011]. "Observers" often choose one of the three main positions: an active aggressor because of the fear of becoming an object of attack; a passive observer or protector of the victim [Zincova, 2013].

2. CHARACTERISTICS, CAUSES, FORMS AND CONSEQUENCES OF CYBERBULLYING

Bullying has a negative impact on different areas of children and youth's lives. A person under the influence of Internet technologies can be subjected to internal social and psychological changes. Anonymity, accessibility, invisibility, security, all of these makes it possible to get away from reality.

The main reasons of cyberbullying are the wish for excellence; inferiority complex; undeveloped empathy; revenge; conformism; problems in the relationship with peers, parents, teachers; lack of constructive conflict resolution skills; individual and personal characteristics such as isolation, character accentuation, aggressiveness, increased anxiety, etc.

Cyberbullying has a number of special characteristic features. First of all, it is the open, public nature of aggressive actions; the deliberate placement of negative, defamatory information about the victim on the Internet. Secondly, anonymity, because the person subjected to violence in a virtual environment can not identify a perpetrator. A quarter of teenagers on the Internet pretend that they are of a different gender, age, ethnicity, political views, sexual orientation than they really are; more than half have more than one email address or nickname [Lenhart et al., 2005]. Third, continuity, so bully can reach the target at any time.

Fourthly, it is the lack of complete control over the harassment by the aggressor because unlawful actions against the victim can be supported by others [Baranov et al., 2015].

There are several forms of cyberbullying depend on ways of interaction between users and the severity of the consequences it has produced: flaming is the most emotionally violent form of cyberbullying which is accompanied by insults or rude messages; harassment includes repeatedly sending insulting or humiliated messages; griefers usually take place in the multiple-users games in order to block the parts of the game or to destruct the pleasure of the game from other participants; sexting means sharing photo or video materials of the victim in a sexual content; cyberstalking is direct aggressive actions, threats; denigration includes sending false information about a person, his/her distorted images in a way of damaging to his/her reputation. One of the forms of the denigration is "online slam-book", which creates for entertainment sites, where classmates publish rough and unpleasant ratings and comments [Bochaver *et al.,* 2014].

Cyberbullying is a type of psychological violence which has a devastating effect on the individual. Victim of cyberbulling suffers of a whole range of consequences: psychological (depression; low self-esteem; fear; attempts of suicide); physiological or medical (fatigue; memory and attention impairment; frequent headaches; sleeplessness; loss of appetite); pedagogical (poor school performance; drops of school; unstable estimates, misbehavior); social (reluctance to contact with peers, parents, teachers; disintegration; loss of communication skills) [Zincova, 2013]. According to Schenk & Fremouw' studies, university students from Kuwait (n=1400) who were victims of cyberbulling demonstrated higher level of anxiety, depression and paranoia, as well as psychosomatic symptoms such as sleeplessness, headache, alcohol abuse than students of control group. Also it was found the strong interaction effect between age and cyber-victimization: the older person, the higher level of depression he/she suffered [Schenk *et al.,* 2012].

3. PROCEDURE, METHODS AND RESULTS

The research was conducted in 2017 at the secondary school № 40 of Saratov in order to identify students who became victims of cyberbullying. The analysis sample consisted of 78 students of grades 6-11th, 64 % of whom were female. The questionnaires were processed using the IBM SPSS Statistics 22 software package. The results of the research made it possible to establish that all respondents were active Internet users, who were registered in such popular social networks as VKontakte, Odnoklassniki, Facebook, Instagtram, etc. The time which students spent on communication on the Internet averaged was 5-9 hours a day. The main place of access to the Internet was their own house/flat (89,7 % of respondents), less often school or public places (cafe, entertainment facilities, equipped with Wi-Fi).

For the access to the Internet, 91,0% of respondents used personal gadgets (computer, laptop, and/or mobile phone).

85,9 % of respondents stated that they freely visited any sites, without any control from adults, in particular parents. The results of the survey showed, that 47 adolescents out of 78, at least once became victims of cyberbullying; 15 young people confessed that played the role of cyberbullers themselves, the rest claimed that they did not have such experience.

The frequency of cyberbullying is different: 2 teenagers have faced cyberbullying 2-3 times a week, 14 – 3-4 times a month, 15 adolescences – 4-5 times in six months, 16 respondents – 4-5 times a year.

In the event of the emergence of problematic situations related to cyberbullying, the minors demonstrated different behavior strategies. About a third of users – 32,1 % stated about the independent resolution of such situations, the rest of others recognized the readiness to ask for help to their parents or other adults. During the processing of the results, an inverse correlation of age and willingness to seek help was revealed: the younger the child, the more often he/she was ready to seek help from his parents. The results of our research are supported by Juvonen & Gross's studies who found that 90% of the victims did not tell their parents about their experiences and 50% of them tried to deal with it themselves [Juvonen *et al.,*2008]. One of the reasons is the fear of loss the Internet access to the home computer or the mobile telephone. In this connection, it is necessary to inform minors about the ways of safe use of the Internet and about the positive ways to get out of the problem situations.

4. TECHNOLOGICAL SOLUTIONS

Based on the analysis of domestic and foreign experience, we have developed the following recommendations for children, educators and parents in order to improving their competence and the level of safety in the Internet space:

1) to develop a special portal for children, where they can find useful information about the safe and efficient use of the Internet;

2) to create a special website, whose employees analyze cyber-violence cases and take the necessary measures, conduct refresher courses for teachers; collect and analyze information, publish regular reports on the cybersecurity' issues (for example, the project Helpline.org.pl, implemented in Poland);

3) to organize a group of volunteers who advise, help to communicate with network of moderators and law enforcers, provide psychological support to victims of cyberbullying in real time (for example, the group "Anti-CyberMobbing" in Vkontakte);

4) to pay more attention to issues of personal Internet security, which will prevent unwanted intrusion into private space: set up access to your page only for friends; lay out a minimum of personal information, do not write defiant or inadequate messages about yourself and your life;

5) to act within the framework of normatively acceptable rules of behavior in the Internet space based on a respectful relationship between users; to show a tolerant attitude to the feelings and thoughts of other people, different from your own; if possible, stop spreading negative, unsafe, degrading statements and images;

6) to keep the evidence of committing a crime such as electronic copies and printouts; do not delete any messages or comments in case of occurrence or continuation of baiting;

7) parents have to periodically monitor the sites viewed by the child; pay attention to the status of the child in social networks, especially to instant messengers (WhatsApp, Viber, Telegram), hashtags, the content of photo, video materials and text messages in order to prevent his/her involvement in "death groups", extremist communities, religious sects and other destructive communities.

CONCLUSION

Thus, it can be concluded that cyberbullying as a form of destructive behavior has a negative impact on children and young people; leads to the destruction of the individual, deviations, social dysfunction. In this regard, it is necessary to prevent cyberbullying by informing children, teachers, parents about its causes and consequences, developing a regulatory and legislative framework to protect children from information that destroys their physical and mental health, and enhancing information security in the Internet.

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THE PSYCHOPATHOLOGY OF THE DARK TRIAD AND YOUTH: TOWARD A BRIGHTER FUTURE

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ABSTRACT

Personality traits are mainly examined within the scope of normal personality traits, mainly on the basis of the popular five factor traits. However, this restricts the examination of so called 'dark' personality traits that can make some people to be disagreeable or difficult to deal with them. People may be violate, arrogant and domineering but with careful management their behavior can be neutralized and harmony can be restored. But some other behaviors and characteristics are really damaging and a toxic combination of these traits can be potentially harmful. ''Dark Triad''(DT) is defined as set of traits that include the tendency to seek admiration and special treatment – narcissism, to be callous and insensitive – psychopathy and to manipulate others – Machiavellianism. The youth field of research on dark personality traits is also gaining momentum in the recent era. The aim of this paper/research is to examine the nature, causes, development, symptoms of the Dark Triad –narcissim, psychopathy and Machiavellianism- as well as how it affects the youth population and finally how can it improve in the future.

Keywords: Dark Triad, Narcissism, Psychopathy, Machiavellianism, Youth

INTRODUCTION

Although some of the components of the dark triad – such as Narcissim and Psychopathy- has been popular on clinical research, the concept of the dark triad, including with Machivellianism altogether is not as popular as other research topics in psychology. The idea of the Dark Triad first came up from Paulhusve Williams (2002). In Paulhus and Williams (2002) studies, Narcissism, Machiavellianism and Psychopathy personality traits are considered as three components representing the darkness of personality and that these three traits often share a common core of callous- manipulation. These three personality traits are referred as to be as 'dark' because of their malevolent qualities.[53]Although all three dark triad components seems to share in common, they are very different. However, the common thing they have is their callous-manipulative interpersonal style.

- Narcissism is characterized by grandiosity, egotism, and a lack of empathy.
- Machiavellianism is characterized by manipulation,exploitationand deception of others, disregard for morality, and a focus on self-interest.
- Psychopathy is characterized by permanent antisocial behavior, impulsivity, callousness and selfishness.

During our research on the Dark Triad, we've noticed that these dark personality traits are especially likely to be seen in young people. For example, study have found that approximately 70 percent of students today score higher on narcissism and lower on empathy than did the average student thirty years ago(Twenge&Foster,2010). We believe that youth creates a path to our future, and no one wants to be surrounded even to be governed by people with deceptive, manipulative, egoistic traits with a lack of empathy and that the focus is only on the self. Therefore, our focus on this paper was mainly to make a better understanding of these dark traits, as well as how it can be improved in youth.

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[53] *Tomas Chamorro-Premuzic; Sophie von Stumm; Adrian Furnham (23 February 2011).* *The Wiley-Blackwell Handbook of Individual Differences. John Wiley & Sons. p. 527.*

1. THE DARK TRIAD

In recent years, there has been increasing interest in the Dark Triad traits (Furnham et al. 2013). This concept of the Dark Triad[54] was first introduced by Paulhusve Williams (2002).In Paulhus and Williams (2002) studies, Narcissism, Machiavellianism and subclinical Psychopathy personality traits are considered as three components representing the darkness of personality. The three members – Machiavellianism, narcissism and subclinical psychopathy – often show differential correlates but share a common core of callous-manipulation. (Furnham et al. 2013)Research on the dark triad is mainly used in applied psychology, as well as within the fields of law enforcement, clinical psychology, and business management.

Figure 1. The components of the

1.1. Narcissism

Narcissism takes its name from *Narcissus* in Greek mythology. Narcissus has seen his reflection on the water and fell in love with his own appearance; he would reject many potential lovers, because in his eyes nobody matches him and none were worthy of him. Consequently, he drowned while looking on his own image on the water. The myth captures the basic idea of Narcissism- a set of traits classified and studied by psychologists. Narcissism as a psychological concept was first brought in by Havelock Ellis (1898) to psychoanalytic theory. Havelock (1898) used 'Narcissus-like tendency' in reference to excessive masturbation (auto-eroticism), whereby the person becomes his or her own sex object. Later in 1914, Freud published a paper exclusively devoted to called "On Narcissism: An Introduction". Freud's view on Narcissism was different than Ellis' because Freud presented narcissism by highlighting its importance on normal human development and normal adult psychology. According to Freud, narcissism was a normal part of developmental growth.

In studies conducted in psychiatry and clinical psychology, narcissism is mainly considered as a personality disorder.Narcissistic Personality Disorder definition in the Diagnostic and Statistical Manual of Mental Disorders—5 includes need for admiration, lack of empathy, and grandiosity (DSM–5; APA, 2013).

Table 1. DSM-V diagnostic criteria for NPD
1. A grandiose sense of self-importance (eg, the individual exaggerates achievements and talents and expects to be recognized as superior without commensurate achievements)
2. A preoccupation with fantasies of unlimited success, power, brilliance, beauty, or ideal love.
3. Belief that he or she is "special" and unique and can only be understood by, or should associate with, other special or high-status people.
4.Requires excessive admiration.
5. Has a sense of entitlement, i.e., unreasonable expectations of especially favorable

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[54]*The term "dark" implies that people possessing these traits have malevolent qualities.*

treatment or automatic compliance with his or her expectations

6. Is interpersonally exploitative, i.e., takes advantage of others to achieve his or her own ends

7. Lacks empathy: is unwilling to recognize or identify with the feelings and needs of others

8. Is often envious of others or believes that others are envious of him or her

9. Shows arrogant, haughtybehaviors or attitudes

1.1.1. Causes of (Pathological) Narcissism

Narcissistic personality disorder (NPD) is one of the least diagnosed of the personality disorders. However, it is estimated that the disorder, or narcissistic traits, are present in a large number of patients presenting to a psychiatrist's office with complaints of depression or other mood symptoms. Approximately 18 percent of males and six percent of females have narcissistic traits.[55]

Horney (1939/1966), on the other hand, believed that the cause of narcissism is not getting adequate love by parents; the unloved child creates a false and inflated self to get admiration. Horney (1939/1966) believed that narcissism derives from not being able to love self or others, and the excessive self-love of a narcissist is just a display, and not real. Heinz Kohut (1971, 1977) believed that narcissism occurs due to inadequate mirroring and idealization from caregivers; the narcissistic adult, vacillates between an irrational overestimation of the self and irrational feelings of inferiority, and relies on others to regulate his self esteem and give him a sense of value (McLean, 2007). Kernbergemphasized the difference between pathological narcissism and normal adult narcissism, describing that normal narcissism includes a realistic self-concept as a combination of good and bad, not an unrealistically perfect self-image (Uysal,2016). Kernberg (1975) indicated that a pathological narcissist avoids depending on others, and display emotional coldness, and self-love serves a defense mechanism protects them from frustration and fear of abandonment that comes from early childhood.

Whether pathological narcissism is hereditary is still an unresolved debate. A Norwegian study (Torgersen S et al. 2000) done on identificaltwings found that there is 79% hereditary tendency on NPD.

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[55]Widiger TA, Mullins S. Personality disorders. In: Tasman A, Kay J, Lieberman J, editors. Psychiatry, Second Edition. West Sussex, England: John Wiley & Sons, Ltd; 2003. pp. 1623–5.

Certain medical conditions such as chronic ailments are likely to trigger narcissistic traits or a narcissistic personality style. Traumas (such as brain injuries) effect states of mind so that personality disorders might develop in this case. Such resulting narcissism, however, disappears when the underlying medical condition does as well.

1.1.2. Types of Narcissism

1.1.2.1. Primary vs. Secondary Narcissism

Freud (1914/1991) theorized that before children are able to invest their "libidinal" energy in other people, they go through an adaptive period of primary narcissism in which they are egocentric and cannot take the perspective of others. Healthy development "consists in a departure from *primary narcissism*" he says, where people invest their libidinal energy into another person rather than themselves. When people progress from primary narcissism to object love, their own feelings of self-regard are lowered (Freud, 1914). A healthy relationship is reciprocal; by both people investing their libidinal energy into each other, and neither experiencing a loss as a result. However, when individuals' love objects are unable or unwilling to return the love, they regress to an unhealthy state of narcissism, called *secondary narcissism,* in order to love and gratify themselves as a compensatory mechanism[56].

Research(Gunderson-Ronningstam,1996) shows that when an individual (at any age) encounters an insurmountable obstacle to his or her orderly progression from one stage of personal development to another, he or she regresses(uses regression as a defense mechanism)to his infantile-narcissistic phase rather than circumvent the hindrance (Vaknin,2014).

While in regression, the person displays childish, immature behaviors; he feels that he is omnipotent, and misjudges his power and that of his opposition(Vaknin,2014). He underestimates challenges facing him and pretends to be "Mr. Know-All"(Vaknin,2014). He has distorted sensitivity to the needs and emotions of others and he has an inability to empathize with others. He becomes intolerably haughty and arrogant, with sadistic and paranoid tendencies (Vaknin,2014). Above all, he then seeks unconditional admiration, even when he does not deserve it (Vaknin,2014). He tends to envy others, exploit, and be explosive.

Later (Vaknin,2014) adds that the main function of such reactive and transient secondary narcissism is to encourage the individual to engage in magical thinking, to wish the problem away or to enchant it or to tackle and overcome it from a position of omnipotence(Vaknin,2014). A personality disorder arises only when repeated attacks on the obstacle continue to fail -- especially if this recurrent failure happens during the formative stages 0-6 years of age (Vaknin,2014). The contrast between the fantastic world (temporarily) occupied by the individual and the real world in which he keeps being frustrated (the grandiosity gap) is too acute to countenance for long(Vaknin,2014). The dissonance gives rise to the unconscious "decision" to go on living in the world of fantasy, grandiosity and entitlement(Vaknin,2014).

1.2. Machiavellianism

The term Machiavellianism is originally inspired from Niccolo Machiavelli, who was Medici family's chief political advisor in the 16th century(Uysal,2016). Machiavelli wrote about his counseling advices to maintain political control in his book The Prince, including the practice of manipulation and deceit to maintain political control and reach personal goals in public life(Uysal,2016). Based on his strategic advices, the term 'Machiavellian' has become a concept synonymous with cunning and deceit. After four centuries, the personality psychologist Richard Christie, realized that these strategies of Machiavelli had also parallel with daily social behavior. Machiavellist people behave toward others in a manner that is manipulative, goal-oriented, and exploitative, and they have a sensitive, cynical view toward others, and pragmatic morality (Uysal,2016). Machiavellians' world view includes strategically tactics and behaviors(Uysal,2016). Machiavellian people do not care about conventional morality and perform deception tactics in order to achieve personal rewards, and they also use deception to prevent others' benefits (Uysal,2016). Research (McIlwain, 2003) revealed their inability to recognize other people's emotions (McIlwain, 2003), and they are not affected by emotional situations and they can keep their aloof attitude (McIlwain, 2003; Wilson, Near, & Miller, 1996). Christie and Geis (1970) published a book including questionnaires to determine individual differences in Machiavellianism. Among these measures, the most wellknown and widely used one has become the Mach IV. Later, Mach V, was designed to be an improved version, but it was more problematic than expected, therefore, Mach IV was continued to be broadly used for measurement of Machiavellianism(Wrightsman, 1991).

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[56]https://deepblue.lib.umich.edu/bitstream/handle/2027.42/57606/skonrath_2.pdf

1.2.1. Signs and Symptoms

People with the trait of Machiavellianism will tend to have two or more of the following tendencies:
- They only focused on their own interests
- prioritise money and power over relationships
- they are charming and confident
- manipulate others to get what they want
- lie and deceive to get ahead
- use flattery often
- lack principles and values
- hard to really get to know
- capable of causing others harm to achieve their goals
- they have low levels of empathy
- often avoid emotional attachments
- prone to sexual encounters
- can be good at reading others
- lack of warmth in conversations and interactions with other people
- not always aware of the consequences of their behaviors
- might struggle to identify their own emotions

1.2.2. Measurement

1.2.2.1. The Machiavellianism Scale

Machiavellianism is normally measured with the MACH-IV questionnaire. The test includes statements for people to agree or disagree with, examples are as the following:

•   "The best way to handle people is to tell them what they want to hear."
•   "It is wise to flatter important people."
•   "The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught."

The Machiavellianism scale consists of a series of questions, scoring up to 100.People who score above 60 are considered as 'high Machs' and those scoring below 60are 'low Machs'.

High Machs are focused on their own wellbeing.They will lie, deceive, and manipulate until they get what they want. High Machs at the same time are not good in love and connections but they prioritisize power.
A low Mach, on the other hand, is empathetical to others, and is honest and trusting. They believe in moralsand that if you abide by good morals you will do well in life. Scoring too low on the scale, however, people tend to be submissive and too agreeable.

There is also a 'Kiddie Mach Test' of Machiavellianism for children.

1.2.3. Comorbidity

Personality disorders where individuals might be a Machiavellian include Antisocial personality disorder, and Narcissistic personality disorder.
A recent study conducted by Al Ain et.al. (2013) also found a high prevalence of depression in those with the Machiavellian trait.

1.3. Psychopathy

1.3.1 Psychopathy definition and concepts

Psychopathy is considered as the most malevolent of the dark triad. Individuals that have high score on psychopathy have lower level of empathy high levels of impulsivity. Psychopathy is also characterized with antisocial, bold, disinhibited and egoistical traits. Boldness meaning low fear including stress-tolerance, toleration of unfamiliarity and danger and high self-confidence and social assertiveness. It corresponds with differences in the amygdala and neurological systems associated with fear. Disinhibition means poor impulse control inducing problems with planning and foresight, lacking affect and urge control, demand of immediate gratification, and poor behavior restrains. It may correspond with impairments in frontal lobe.

1.3.2 Measurement

An early and influential analysis may be PCL-R –Psychopathy Checklist or Hare Psychopathy Checklist-Revised. It is a psychological assessment tool most commonly used toasses the presence of psychopathy in individuals. It is a 20-item inventory of perceived personality traits and recorded behaviors, intended to be completed on the basis of a semi-structured interview along with a review of official records.
The individual's score may have important consequences for his or her future, and because the potential for harm if the test is used and administered incorrectly is considerable, Hare argues that the test should be considered valid only in it is administrated by suitably qualified and experienced clinician under scientifically controlled and licensed, standardized conditions.

1.3.3. Signs and symptoms

Nobody really knows what can be a cause for psychopathy. It is a combination of genetics, environment as well as interpersonal relations. It is very likely for parents that are psychopathic individuals to have a child that is psychopath as well.
Psychopathy as a personality trait can be observed from various settings. Socially it is expressed in callous and manipulative self-serving behaviors with no regard of others and characterized with delinquency crime and violence. Mentally impairments are related to affect mainly the emotions and cognition. Developmentally, symptoms of psychopathy have been identified in children with conduct disorder[57], and it is believed that at least it is a partial factor of its development. Some signs are:

- Superficial charm
- High sense of self-worth
- Lying pathologically
- Shallow emotions
- Using other people – having parasitic lifestyle
- Constant need for stimulation

Childhood precursors: there is positive correlation between early negative life events (such as substance abuse from parents, separation or lack of parents, child physical or emotional abuse) and emotion-based aspects of psychopathy. The biggest risk is in the 0-4 years of the child. But, there is also there is high correlation between psychopathy rankings from late childhood to early adolescence. The correlation is considerably lower from early or mid-adolescence to adulthood. Of those adolescents who scored in the top 5% highest psychopathy scored at age 14, less than one third 29% were classified as psychopathic at age 24.

1.3.4 Comorbidity

Studies say that there is comorbidity with antisocial personality disorder. Also there is positive correlations between psychopathy and histrionic, narcissistic, borderline, paranoid, and schizoid personality disorders as well as panic and obsessive–compulsive disorders.

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[57]**Conduct disorder (CD)** is a mental disorder diagnosed in childhood or adolescence that presents itself through a repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate norms are violated.

1.3.5 The similarities and differences between psychopath and sociopath

Psychopath and sociopath are very popular terms in psychology, highly used in Hollywood movies and can bring confusion among the audience. Both of them according to psychiatry are part of antisocial personality disorder.

Some general similarities is that they both have pervasive pattern of disregard for the safety and the rights of others. Manipulations and deceit are core features to both types of personality. They aren't necessarily violent on the contrary of the popular belief.

The differences between a sociopath and psychopath according to researches is that mostly psychopaths tend to be born (having a genetic predisposition) while sociopaths tent to be made by the environment (having very negative household). But also there are a lot of psychopaths that develop their personality because of a childhood trauma. They can form artificial relationships with people, they can even form a families and normal jobs. On the other hand sociopaths tend to have difficult time forming relationships and can't hold down long-term jobs nor have a normal family. When they are having some sort of relationships it is with a like-minded group or person. When engaged in criminal behavior psychopaths tend to do so in a way that it will minimize the risk to themselves. They usually carefully plan criminal activity to ensure not to get caught. Whereas, sociopath engaged in criminal behavior, they may do so in an impulsive and unplanned way with no regard of the consequences.

2. TREATMENT OF THE DARK TRIAD AND YOUTH

2.1. Treatment for Narcissistic Youth

As young people are generally in a fragile mental state it makes it especially difficult to treat youth who suffer narcissistic personality disorder.

One of the therapeutic objectives is to teach the youth to love and value themselves but in a more realistic level.In treating Narcissistic Personality Disorder in youth, exercises designed to develop empathy for others can be used. Normally, medication is *not* part of the treatment plan, except in cases where depression and anxiety occur as the teen struggles to cope with his or her new reality of self. Group therapy (such as Dialectical Behavioral Therapy), anger management, psycho-education and individual psychotherapies, even neuro-feedback techniques can also help. Holistic remedies such as yoga, meditation, acupuncture and massage therapy can support the treatment.

2.1.1 Treatment for Narcissistic Youth Using Kohut's Self Psychology Model

Kohut believes that narcissistic psychopathology is a result of parental lack of empathy during child's development. Therefore, the individual does not develop full capacity to regulate self esteem(McLean,2007). Heinz Kohut proposes that in order to understand the narcissistic patient, the therapist must assume an empathic-introspective observational stance(McLean,2007). By doing so, the therapist can understand the complex, inner world of the patient and the patient's inner subjective experience. The patient can then communicate freely, and the analyst becomes privy to what is being repressed or warded off by the patient. Self psychology, like object relations theory, emerged out of an effort to treat patients who were not responding to ego psychology therapies constructed around the analysis of psychological defenses(McLean,2007). Heinz Kohut asserts that adult narcissistic psychopathology is a result of parental lack of empathy during development(McLean,2007). In the child's critical development, not providing emphatetic feedback will result with the child's inability to develop and regulate self-esteem, and so the adult will vacillate between the irrational overestimation of the self as well as the feelings of inferiority.

Furthermore, the adult relies on others to regulate his self esteem and give him a sense of value, essentially looking for empathic feedback not received during development (McLean,2007). Using Heinz Kohut's self psychology model, the goal of therapy is to allow the patient to incorporate the missing self object functions that he needs into his internal psychic structure (McLean,2007). Kohut calls this process transmuting internalization. In this sense, these patients' psyches are "under construction" and therapy is a building time. In order to achieve this goal, a therapist does not just try to imagine what feelings a certain situation might evoke, but rather can feel what the patient felt in that situation. This has been referred to as "temporary indwelling." This empathy has been credited with being one of the vehicles for making lasting changes in therapy. Without it, the patient, whose self is too weak to tolerate more aggressive interpretation, would not benefit from therapy and in fact may suffer more damage. Together with providing continued empathic acceptance in therapy, self psychology also suggests that it is not wise to agree, disagree, or gratify wishes of

the patient or provide advice. To do so would change the therapeutic environment from empathy to judgment. Self psychology does not support using interpretations in the therapy way before. In contrast, self psychology suggests to allow the transferences to unfold completely; and that's the vehicle to help the patient gain insight. When interpretations are called for, it is best to provide interpretations that focus on the patient's need to restore solidity and comfort.

2.2 Treatment for Machiavellian Youth

Machiavellians, like those found in the dark triad have such traits are unlikely to seek therapy or want to change. They usually only attend therapy if pushed to do so by their surroundings or because they have committed a crime and have been told to attend therapy by court order.

Although Machiavellianism as a term is new to study of Psychology and there are not many researchers conducted in the area, especially in terms of psychotherapy, cognitive behavioral therapy is one type of therapy that is sometimes recommended for young Machiavellians.

The cognitive behavioral therapist and the patient work together to determine if the consultant has an idea about his problem and how it affects his thoughts, feelings and behaviors in the current situation. The main goal is to gain the skills that will help the client to cope with situations that cause distress. In order to reach the goals that the therapist and the client work together and create "change", what is learnt during the sessions are put into practice. In the sessions, the therapist might give home works or exercises to the client in order for the client to transform the knowledge gained during the sessions to skills. In this case, the therapist might give home works or exercises related to enhancing empathy in the client, so that he will reduce manipulation and dishonest behaviors.

2.2.1 Community based interventions

Penal system is often naïve about the extent to which changes in behavior in one setting represent fundamental changes like in personality, therefore will accompany the youth when he or she returns to society. In a awake of the failure of pre- delinquents and delinquent youths has shifted increasingly to community based settings, giving to witness a growing awareness of deviant peer group. Their search for excitement, adventure and resolution of different tensions and needs leads them into a variety of rebellious aggressive and delinquent acts, such as thefts and vandalism.

An unusual study (Graham, 1998) was made in a Boston area, twenty 15-21 year old delinquents, each with multiple arrests and court appearances, were recruited from streets and were paid an hourly wage to participate in taped interviews. The treatment was described to the delinquent youths as an experiment whose purpose was to find how teenagers feel about things, how they arrive at certain opinions and how they change. The specific job of this delinquents was to talk into a tape recorder, for which they were paid. There youths had an average of 15.1 months of incarceration and an average of 8.2 arrests. Thirty other delinquents served as matched controls.

The tape- recorded interviews lasted for one hour, two or three times per week. Generally, the experimenter suggested topics to discuss and share some personal experience with the youth. He reinforced the youth for particular types of verbalization with praise, small cash bonuses or unexpected privileges. Advice giving was decidedly avoided. The youngster was encouraged to talk about own experiences with emotion and in great detail. Through positive reinforcement these young men were thought social skills such as coming to work on time, being dressed appropriately and limiting hostile statements in their conversation. In addition, they were thought technical skills before they were helped to find jobs in the community. They were part of this project for ten months. In the follow up for three years the number on the conviction record of the first 20 subjects was about half of that of the control group. Unfortunately, the number of persons returned to the prison or a reformatory did not differ. In other words, the project was associated with a reduction but not elimination of delinquent behavior. Of note, however, is the fact that the youths who participated in the experimental project seems to have less serious offences and were arrested less frequently.

2.3. Treatment for Psychopath Youth

2.3.1. Manifestation of psychopathy in early age

There are small amounts of research made for children who exhibit psychopathy traits. As mentioned in one case study of a girl S. at the age of 6, her parents claimed:'' She'd hit her siblings and would smile when they

cried''. Or she would rip up the money in her sister's piggy bank or destroy kind of other people's possessions. S. was 6 years old, she was driving with her parents and her siblings. And suddenly her mother heard this screaming. And she looked in the rearview mirror, and what she could see was S. had her hands around her little sister's neck. Her sister was trapped in the car seat. She managed to separate them.

Her parents asked her, what were you doing? And she said, well, I was trying to choke her. She asked ''Well, why? She wouldn't have been able to breathe. You could have killed her''. She answered ''Yes, I know that. I want to kill all of you''. She was 6 years old and she was already planning how to kill her family and other people. So she ended up going to treatment.

2.3.2. Treatment for psychopathy in early age

Because these kids are with callous, unemotional traits, they don't respond to punishment. If you give them time out, these kids couldn't care less about time out. They just come out and they misbehave again. But what really does work is reward. So in Mendota Juvenile Treatment Center, they really emphasize rewards.

So when they are being good they will earn things like Pokemon cards or pizza, or they can stay up late, or they get Internet radio. And what they find out is these kids really respond to the rewards. And what they're trying to do is recognize that these kids may never feel morality. They may never feel empathy. But they might develop cognitive morality. They might develop cognitive empathy. And that's what they're trying to do. They don't actually feel the morality they are just trying to emulate it. One case study of a man at the age of 38 struggling with psychopathy has the example for it.

In the youth psychopathy checklist is a scale of 0 to 40, and anyone over 30 it can be a problem. But people can develop a little bit of cognitive empathy. For example Carl. He used to be a horror story. He would do things like kill his sister's hamster or swing the family cat around by the tail and let it go and hit the wall. He was just a very scary guy. And when he got to Mendota when he was 15, he scored 38 on a scale of 40.

But what he did was created bonds. He managed to develop some cognitive empathy, cognitive morality. Now he's married. It's his third marriage, but he's married. He has a couple of kids. He started his own funeral business. He's not really been in trouble with the law in the last more than 10 years. And so there is some evidence that he has developed real feeling of empathy for his clients.

After this research developed by staff at the Mendota Juvenile Treatment Center in Wisconsin a model has been made called Decompression model. That emphasizes positive reinforcement in order to shape behavior. Research has shown this type of treatment may reduce the likelihood of a person committing a violent crime in the first place.

According to the *DSM-5*, the symptoms of antisocial personality in this case psychopathy tend to remit over period of time in life, particularly during and beyond the fourth decade of life. However, the *DSM-5* notes this remission typically only involves a decrease in antisocial behaviors, not a full reduction of all symptoms, but still Carl's case can prove the otherwise.

2.3.3. Research in forensic hospitals

A lot of studies are made with people with psychopathy, mostly in forensic hospitals. One such study was made in Norway. Most of the prisoners who suffer from personality disorders are being part of involuntary treatment. Mostly there psychotherapists work with cognitive behavioral treatment in order for relapse not to happen. They reassess the prisoners after 1 or 2 years if they are threat to the society or they could be free.

One of the first prospective studies of change in personality disorder was made during forensic treatment was conducted by Greeven and de Ruiter (2004). They investigated 59 (54 men and five women) personality disordered offenders that were receiving forensic treatment for two years. Reliable change analyses showed that 39% of the patients improved in personality disorder pathology as measured by the Personality Diagnostic Questionnaire-Revised (PDQ-R; Hyler&Rieder, 1987). Moreover, 27% of the patients showed clinically significant change of their scores, indicating that they no longer fulfilled the criteria for a personality disorder.

2.3.4. Psychopathy and manipulation of therapists

Psychopaths are often masters of manipulation and they can manage to act the whole relationship. They are very charming and even therapists can be fooled by them too.

They can ''orchestrate'' show, put on a false self in front of the therapist, and they know how to push the buttons of their partner, so their partner looks extremely unstable in some situations. The therapist may make an assumption that the partner is the one with dark personality not the other way around.

The psychopath may say that their partner is the "mad" one, make the therapist into believing that it's true. It is difficult to realize because they seem very stable and rational.

To further complicate matters, psychopaths tend to think there is anything wrong with them and won't seek treatment in first place. Also, they can mimic other problems, such as substance abuse, domestic abuse, or a gambling addiction, making them hard to identify.

CONCLUSION

Dealing with individuals with dark personality in everyday life can be stressful. It doesn't matter if it is a colleague, a neighbor or someone from your family. It requires a lot of patience, good conflict management skills, assertiveness and emotional intelligence.

You must be able to stay aware how you feel while interacting with dark personalities and not to let them manipulate you. You must be able to draw your boundaries and know where to stand.

There are a lot of evidences that enrolling therapy from early age can help spot their traits early and try to shape prosocial behavior. By visiting any kind of therapy that child or teenager can develop into as much as it can a healthy individual. Because not being able to spot them in the youth it can cause a much more damage, that person can become even more violent and a threat to his or her surroundings.

Lastly, if someone has dark personality know that you cannot change them. It is not your failure, they can try to sabotage your behavior or even hurt you. All you can do is try to understand them as much as you can and that put matters in perspective.

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PERSONALITY AND PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS: THE MODERATING ROLE OF MULTIPLE INTELLIGENCES

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ABSTRACT

Intelligence is a cognitive ability, the phenomenon that has been of a great interest in psychology from ancient times, and has its glimmer at the beginning of the last century. There have been many theories that tried to explain this crucial part of the humans' functioning and each of them had made its own contribution for better understanding.

In this paper we will focus on the moderating role of multiple intelligences in the wellbeing of adolescents where psychological wellbeing, according to Carol Ryff consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development. We will use the findings and the theoretical model of multiple intelligence by the American psychologist Howard Gardner who revolutionized the understanding of human intelligence proposing his model that emphasizes multilayered concept where intelligence is defined as Bodily-Kinesthetic, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Naturalistic, Verbal-Linguistic and Visual-Spatial. Through this model Gardner explained how every person is intelligent in a unique way and the importance of the intelligence type isn't absolute, but always connected to a broader cultural context.

Our focus in this paper is the optimistic view of human's abilities that Gardner has brought to psychology and how important is the valuation of each ability that a person has without trying to put everybody in a particular box where only certain type of skills are appreciated (ex. Mathematical). This is especially important for adolescents as a category of the population that is in a process of building identity and self-image. If, during that process they are stimulated to develop one or more of the suggested intelligences that match their abilities, it will reflect on their acceptance of themselves as they are and further more will influence their psychological well-being.

Therefore, we strongly suggest all professionals involved in the field from teachers to psychologists and counselors to keep in mind necessity to see the youth all around when it comes to the intelligence assessment. Youngsters are human beings that deserve special treatment and support to be able to fly high, since they possess capacities to fly even higher.

Key words: psychological wellbeing, adolescents, multiple intelligence, Howard Gardner

1. HISTORY OF INTELLIGENCE RESEARCH

Human intellectual capacity has been a subject of interest for thousands of years. One can find great admiration and appreciation of intelligence and knowledge in the thoughts of ancient philosophers like Socrates who stated "Prefer knowledge to wealth, for the one is transitory, the other perpetual." Throughout centuries this curiosity for the mysteries behind human intellectual functioning had followed the work of many philosophers and scientists, leading to a fruitful source for implicit definitions of what intelligence really is. For Einstein, "the measure of intelligence is the ability to change", which is not far from many modern intelligence theories that imply that adaptability to changes is an important part of intelligence. One of those is modern psychologists engaged within the field of intelligence Robert Sternberg, according to who, intelligence can be viewed as triarchic capacity where the second arch covers experiential (creative) intelligence where "intelligent behavior involves adapting to your environment, changing your environment, or selecting a better environment" (Sternberg, 1989). The curiosity for the nature of intelligence on one side and the practical need to express it in a quantitative way lead to construction of first intelligence test known as Simon-Binet Intelligence Scale made in 1908 for the needs of French Ministry of Education. Since the revision of the scale

by Louis M. Terman in 1916 on Stanford University, intelligence testing was popularized as a fast way of getting an insight in peoples' intelligent capacities and used those measurements as a criterion for different qualifications. In the following part we are going to try to make a short display of the biggest contributions to psychology of intelligence in the past century (McNemar, 1942).

Using factor analysis, a method developed by himself, British psychologist Charles Spearman investigated the structure of intelligence and became aware of the existence of g-general factor of intelligence as a product of correlations by distinct mental abilities. According to the author, the existence of this factor could explain correlation between intelligence tests and influences performance on a broad range of cognitive abilities including verbal and mathematical skills, reasoning and problem solving. Spearman became aware that the g-factor could explain how people, who are successful in one area, are successful in other areas as well. Spearman also implied that because the general factor stands behind broad range of cognitive abilities, it can be measured by an intelligence test and expressed with IQ. Furthermore, he acknowledged the existence of s (specific) factors for specific skills in the sphere of mathematics, language, arts which all included the g factor with an "addition" of one or more s factors. Spearman's statistical approach to intelligence is still the most influential theory of intelligence and the most broadly used intelligence tests are built upon the existence of the g factor, even though it has "suffered" a lot of negative critics which will be listed little bit later in this text (Parankimalil, 2014).

Joy Paul Guilford, using the same statistical method as Spearman, went further in his attempt to discover the structure of human intellect suggesting that human intellectual activity takes place around three parameters: operations (cognitive activity as thinking), contents (which are used for operating) and products (of the operations; ex: ideas). Furthermore, he identified 5 operations (cognition, memory, convergent thinking, divergent thinking, and evaluation), 5 contents (visual, auditory, symbolic, semantic and behavioural) and 6 products (units, classes, relations, systems, transformations, implications). Thus, if you combine all of them you would get 5x5x6 =150 factors of intellect, but the author managed to define only 120. Still his theory had great contribution to understanding the nature of human intellect as it 1) covers most of its aspects and 2) for the first time acknowledges and defines divergent thinking (creativity) as distinct from convergent thinking (logical reasoning) (Guilford P. J., 1955 cited in Parankimalil, 2014).

In 1937 Luis Thurston proposed a model of intelligence where he sees it as cluster of nine mental abilities which form a group. Each of the groups has a primary factor which is independent of the primary factors of the other groups. These abilities are known as primary mental abilities: verbal comprehension, verbal fluency, arithmetic ability, memory, perceptual speed, inductive reasoning, and spatial visualization. He implied that in most activities we do, there are more than one factors included, but one of the factors is leading or primary. Very influential and important theory was proposed by Raymond Cattel in 1941 who introduced the terms Fluid Intelligence (Gf) and Crystallized Intelligence (Gc). Fluid and Crystallized intelligences emerge as two sets of abilities from more than 100 abilities that work together but in different ways in order people to be able to bring out different intelligences.

Fluid intelligence is independent of education or culture, but it depends on neurophysiologic structures. In fluid intelligence lays the ability for solving problems, logical reasoning in new situations and identifying patterns. Fluid intelligence increases by young adulthood and slowly starts to decline, but it is suggested that it can be maintained with practice.

Crystallized intelligence is influenced by culture, formal education and accumulation of knowledge, it increases trough whole life and with proper stimulation it can be maintained even after the age of sixty. Crystallized intelligence is connected with the ability to access and use the knowledge from the long term memory and it reflects in general knowledge and vocabulary (Thurstone L., 1937; Cattel R., 1941, cited in Parankimalil, 2014).

2. HOWARD GARDNER'S THEORY OF MULTIPLE INTELLIGENCE (MI)

In 1983, American psychologist Howard Gardner (Gardner, 1993a) proposed a new point of view of intelligence which revolutionized the way intelligence was looked at by previous theoreticians in the area. The previous work in the field of intelligence orbited around the premise that intelligence is a general capacity that every human being possesses to a greater or lesser extent and that it can be measured by standardized verbal instruments. Gardner wasn't satisfied with the way intelligence was treated or measured, finding it unreliable to express one's true potential trough standard paper-and-pencil tests as the psychometrical method practiced to measure intelligence. Many of his concerns were connected to the cultural insensitivity of traditional paper-and-pencil measures which were mainly adequate for western cultures and made it hard for cultures which

were less familiar with the isolated test situation to express intelligent behaviour. Besides that, the traditional measurements of intelligence are actually narrowing intelligence to logical reasoning or verbal fluency and ignoring the other channels trough which intelligence can be expressed. In Gardner's work "Frames of mind " there are quoted examples of situations where individuals express undoubtedly high level of competence in areas which won't be one's first association of intelligence testing situations. For example, a twelve year old male Puluwat who was chosen by his elders to learn how to become a master sailor, or a fifteen year old Iranian boy who has committed to heart the entire Koran and master the Arabic language by being sent to a holy city, to work closely for the next several years with an ayatollah to be prepared for a teacher and religious leader. With these examples one can easily see the point the author has and the inspiration to spread the concept of intelligence.

Wanting to overcome the weaknesses of the traditional approach to intelligence, Gardner created an "individual centred school" addressing the ways in which every child's profile of intelligence can be assessed and matched to the appropriate education programme. These were the main efforts in the attempt of applying the theory of intelligence in educational context.

In this instance the author implies that the biggest advantage of the MI (Model of intellect) theory is the distinction among intelligences, domains and fields. On an individual level it is reasonable to discus about one or more human intelligences or intellectual tendencies as in neurobiological terms. But as in addition to that, one must examine the domains that are a part of a culture (disciplines, crafts, fields of work) in which we become cultivated and in which we can gain particular competences. The domains are regarded on an interpersonal level because the competence in the domains can result in widely utilized products, i.e. products that can be used or by rest of the population. The domains are used to mobilize the intelligences and can be beyond them. For example somebody with linguistic intelligence will be mainly successful in the domain of language and literature, but to mobilize the intelligence in a specific product or act, the person must be successful in the domains of the personal intelligences. From the previous, one can conclude that one domain doesn't have to be restricted to only one intelligence and most often requires proficiency in more than one intelligences and one intelligence can be mobilized trough more than one domain (xvii). When a person achieves a certain level of competence, the interaction that was mainly between the intelligence and the main domains of a culture, one more sociological construct becomes important: the field. The field includes people, institutions, award mechanisms and so forth that render judgements about the qualities of an individual performance. Therefore, the level of achievement of an individual is determined by the judgement of the field: if the field judges the work as positive and useful, the individual will most probably have high achievement. On the other hand, if the field proves incapable of judging the work or has a negative judgement, the level of achievement will be low. This implies more on creativity, as the judgement of the field is crucial to determine if one's work will be considered as innovation or not.

Now, the author's research that contributes to the theory differs from how intelligence was examined so far. His research was based on evidence from studies of prodigies, gifted individuals, brain-damaged patients, idiot savants, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures. This approach contributes for bigger ecological value of the MI theory. From those sources of evidence, the author became convinced that, even though, in everyday life intelligence co-exist in harmony, they are autonomous to the extent that can be found in relative isolation in special populations, that may become highly developed in specific individuals or cultures.

From the source of evidence, Gardner explained the biological foundations and most important issues considering his theory. The first issue is connected with the plasticity of human development that further opens questions about how the predetermined path of development can be altered by appropriate interventions in crucial time periods which would result in a different range and depth of capacities and the choice of interventions which would be most effective for the development of one's full intellectual capacities. The second issue is the identity or the nature of the intellectual capacities one can develop. It is undoubtedly that people have general powers like information processing mechanisms that can be put in infinite number of uses. On the other hand, one can perform specific intellectual capacities while is unable to perform others, which means that portions of their nervous systems are committed to carrying some specific activities as opposite of being capable of performing a wide range of activities. In this manner some capacities, like linguistic capacities are developed in high degree in normal population, unlike other capacities (like mathematic or musical skills) which are faced with big individual differences. We can conclude that even though there is a plasticity in human development, it is guided by genetic constraints that lead development through different paths and when it comes to identity or nature of intellectual capacities, it is obvious that people are capable of developing specific skills and educational efforts must be directed towards maximising the flexibility and adaptability of those capacities.

As opposite of flexibility there is the principle that is crucial for understanding the neurological foundations of intellectual development: canalization of the nervous system. Canalization is defined as capacity of any

organic system to follow certain developmental paths rather than others. Canalization can be clearly observed on a level of the cells and their programmed migration to certain regions of the brain where they constitute the brain and the spinal cord. This migration isn't in any way accidental but it reflects a high level of biochemical control. Sometimes, under environmental influence the chemical balance can be changed and affect the programmed migration of the cells but some authors state that it is extremely difficult to stop the organism from following its developmental path, and it would always find a way to prosecute the expected process. It is obvious why canalization is considered as opposite to plasticity, yet, in an amazing way they can co-exist in the human development. Proofs of plasticity are the so called sensitive periods in development where environmental factors can influence paths of development in a positive or negative ways. For example the sensitive period for learning speech are the first few years after birth and if in this period the child is isolated from human speech, it is almost impossible to retain it further in life. On the opposite, if the child loses the dominant hemisphere of brain in this period, they could still learn to speak, which is impossible further in life. But sometimes, early injury can have severe effects without possibility of recovery. On the other hand, some capabilities show plasticity throughout whole life and not only for certain periods of life. We can conclude that canalization ensures that human beings develop the functions of the specie in the normal way and plasticity, on the other hand allows adaptability to changing circumstances like anomalous environments or injuries (Gardner, 1993a).

3. PREQUSITIES AND CRITERIA OF INTELLIGENCE

Gardner implies that a definite set of intelligence might never be defined, but he had definitely set the bases for classification of human intelligent capacities. From the sources of evidence he used, he followed certain perquisites and criteria for defining intelligence. First perquisite is that an intellectual capacity must allow the individual to resolve genuine problems or difficulties they encounter and to find or create problems for acquisition of new knowledge. The second perquisite implies that not only the intellectual capacity should allow a person to create and solve important problems but it has to be genuinely useful and important in a certain cultural setting. That is why many capacities like sensory or perceptive capacities (i.e. recognizing faces) aren't recognized as separate intelligence because they are not valued highly in human cultures. On the other hand some capabilities are highly valued in most of the cultures (skills of religious leader) but are not recognized as separate intellectual capacities because they can be broken down to other intellectual capacities. In defining intelligence, Gardner (Gardner, 1993a) has precisely determined the eight signs or criteria trough which a capability can be defined as an intelligence.

3.1 Potential isolation by brain damage

This criterion derived from neuropsychology and proved the autonomy of the separate intelligence capacities. That means that if an injury to a particular part of the brain results with deficiency in one intellectual capacity but not other/s, that part of the brain is the neurological foundation of that capacity that again would prove that intelligence can't be seen as a general capacity.

3.2 The existence of idiot savants, prodigies and other exceptional individuals

In addition to the first criterion, this one supports the autonomous existence of separate intellectual capacities and it is engaged with people who present uneven behalf of capacities where we can encounter people who have extremely high developed capacities in one domain but normal or even below-normal development of capacities in other domains.

3.3 An identifiable core or set of operations

In order a capacity to be defined as intelligence it must consist of core/ set of operations that can be identified as authentic for that particular capacity as pitch relations or rhythm sensitivity are core operations for musical abilities. Therefore, it is crucial to be able to identify operations and to find their neurological substitute to prove that they are separate and therefore to prove the autonomy of the intellectual capacity.

3.4 A distinctive developmental history, along with definable set of expert "end-state" performances

This criterion implies that in order to be defined as intelligence, a capacity must have a well defined developmental path: first for normal individuals and then for individuals with high competency in that domain. Therefore, there must be defined periods of development in which that intelligence would take a central place as well as milestones linked to training or maturation.

3.5 An evolutionary history and evolutionary plausibility

This criterion for defining a capacity as intelligence requests that it needs to have an identifiable evolutionary history in human beings or other species as well.

3.6 Support from experimental psychological tasks

The existence and autonomy of intelligence should be proved by psychological experiments, especially in the field of cognitive psychology. These experiments would prove that particular abilities are a manifestation of the same intelligence and they interact to provide execution of complex-tasks in a domain which would mean that they interfere or not with one another, they are transferable to other contexts and there exist cognitive processes that are particular to a sensory input.

3.7 Support from psychometric findings

Even though Gardner shows obvious repulsion towards using psychometric instruments as the only mean of measuring intelligence, if the test is valid and reliable it can be used to show correlation between intellectual abilities which would form the core or set of abilities for an intelligence. Hence, the correlation between IQ tests that measure different abilities would show a correlation between the abilities themselves.

3.8 Susceptibility to encoding in a symbol system

According to the last criterion, it is necessary to be possible to express the intelligence in a symbolic system, i.e. the intelligence to have a "natural gravitation" towards embodiment in a symbolic system. For example, linguistic intelligence is expressed through the symbols of language, mathematical through numbers, artistic trough colours, lines etc.

4. THE INTELLIGENCES

Following the aforementioned criteria, perquisites and sources of evidence Gardner (Gardner, 1993a) isolated 7 intelligences in the first publication of the theory and two more latter in his works.
1. Linguistic intelligence is based on the capability to understand the semantics, syntax and phonetics of the language and its practical use in written or oral form. It is intelligence for linguistic expression, reading, writing, giving clear verbal instructions, convincing or entertaining others. Therefore, people with developed linguistic intelligence should be sensitive to the shades of the meaning of the word, to be sensitive to the interactions amongst linguistic connotations, to be sensitive to phonology i.e. the sounds of words and their musical interactions upon one another. In addition to that, these individuals deeply and easily understand the rules governing ordering of words and their inflections, the rules of constructing phrases and also the occasions in which it is permissible to flaunt syntax. Finally, these individuals appreciate the pragmatic functions of the language i.e. the uses in which it can be put. Remarkable examples are writers, poets, journalists, lawyers, politicians.
2. Musical intelligence is based on the ability to perceive, recognize and produce rhythms and melodies, to discriminate pitch and to be able to transform in different music scales. Remarkable examples are composers who can be easily recognized because they have "tones in their head" which with time crystallize in a musical product. Central components of musical intelligence are pitch, rhythm (sounds emitted at certain auditory frequencies and grouped according to a prescribed system) and timbre (the characteristic qualities of a tone). From all of these components, rhythm is the most universal one and can exist autonomously because it can exist apart from any auditory realization. Rhythmic aspects of music are cited also by deaf individuals as their entry point to musical experience. This intelligence is developed in singers, composers, musicians, music critics.
3. Logical-Mathematical intelligence is intelligence for numbers, mathematical operations and logical reasoning. Individuals who posses this capability have highly developed ability for rational reasoning,

postulating hypothesis, for determining causal relations, for categorization, classification and postulating conceptual rules or numerical models. Observing mathematical talent in isolation and following other observers, Gardner came to conclusion that there can be a breakdown of separate arithmetical abilities: comprehending numerical symbols, appreciating the meaning of sings referring to numerical operations, understanding the underlying qualities and operations themselves (apart from symbols that designate them).This intelligence is developed in mathematicians, scientists, accountants, economists, programmers, astronomers etc.

4.Spatial intelligence; Central to spatial intelligence are the capacities to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimuli. Individuals with highly developed spatial intelligence can efficiently solve problems that include manipulation of the form of the object, appreciating how it will be apprehended from another viewing angle, how it would look or feel were it turned around, to imagine a rotation of the parts of a configuration or to solve problems where the body orientation of the observer is an essential part of the problem. This intelligence is developed in architects, artists, pilots, photographers, mechanical engineers, hunters.

5. Bodily-kinesthetic intelligence is the intelligence of the physical-self. Individuals with highly developed bodily-kinaesthetic intelligence have tactical sensitivity, body-movements control and ability to express their feelings or idea trough them and skilled handling of objects. Characteristics of such an intelligence is the ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal directed purposes. The core skills of this intelligence are control of one's bodily motions and capacity to handle objects skilfully. Remarkable examples are: sportists, dancers, performers, craftsmen, surgeons.

6. Interpersonal intelligence is one of the personal intelligences, which is turned outward. The core capacity is the ability to notice and to make distinctions among other individuals and their moods, temperaments, motives and intensions and to react to them appropriately. In advanced form, interpersonal knowledge permits a skilled individual to read the intensions and desires of others even when they are hidden and potentially to act upon this knowledge by influencing a group of different individuals to behave along desired lines. Remarkable examples are teachers, political and religious leaders, skilled parents, individuals enrolled in the helping professions (therapists, counselors or shamans)

7. Intrapersonal intelligence is the second personal intelligence turned inward. The core capacity is access to one's feeling life-one's range of affects and emotions: the capacity instantly to effect discriminations among these feelings and, eventually to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behaviour. At its most advanced level, intrapersonal knowledge allows one to detect and to symbolize complex and highly differentiated sets of feelings. This form of intelligence is developed in novelists who can write introspectively about feelings, therapists, wise elders, theologists.

8. Naturalistic intelligence; In the mid 1990's, Gardner (Gardner, 1999) proposes an eight intelligence: naturalistic intelligence. This intelligence is connected with sensing patterns in and making connections to elements in nature. The combination and interplay of specific cognitive or mental constructs that may differentiate "nature smarts" from other intelligences include: attribute orientation – the ability to find common traits or commonalities among things, items, or arrays, categorization – the ability to identify categories by attribute or characteristic , hierarchical reasoning – the ability to rank or order items by significance or relationship, schematic memory – the ability to internalize and recall information by attribute category or hierarchical classification, natural orientation – the ability to identify with living organisms and their environments (this ability can offer changed or unique perspectives or encourage empathetic understanding). People who have naturalistic intelligence often find their way into professions that deal with or are focused on agriculture; horticulture; archaeology; volcano logy; ornithology; oceanography; geology; botany; biology; ecology; astronomy; zoology; paleontology; meteorology, or forensic science.

9. Existential intelligence; the idea of this intelligence has been proposed by Gardner in several of his works. Even though he has offered a preliminary definition as: "*Individuals who exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities*," he has not fully confirmed, endorsed, or described this intelligence (Gardner, 1999).

5. PSYCHOLOGICAL WELL BEING

To define psychological well being we will be using Carol D. Ryff's (Ryff, 1989) six-factor model of psychological well being as widely accepted model that describes the structure of psychological well being. Before Ryff's model, psychological well being was studied by other scholars, but most remarkable findings derived from Bradburn's (Bradburn, 1969) classic work on the structure of psychological well being. Bradburn made a distinction between a positive and a negative effect trying to indicate how macro level changes in society affect life situations of citizens and their sense of psychological well being. Following common sense, the outcome variable for studying the aforementioned "difficulties in life" is happiness. Even though this model of psychological well being is still influential, it has theoretical and psychometrical disadvantages that followed also future attempts for defining the structure of this construct. Because of that, there was a need for a model that had better structure and theoretical background, and a model from which reliable and valid scales for measuring psychological well being would derive.

Ryff's model was based on different psychological perspectives including Maslow's conception of self-actualization, Rogers's view of the fully functioning person, Jung's formulation of individuation, and Allport's conception of maturity. A further domain of theory for defining psychological well-being follows from life span developmental perspectives, which emphasize the differing challenges confronted at various phases of the life cycle. Included here are Erikson's psychosocial stages model, Buhler's basic life tendencies that work toward the fulfilment of life and Neugarten's descriptions of personality change in adulthood and old age. Jahoda's positive criteria of mental health, generated to replace definitions of wellbeing as the absence of illness, also offer extensive descriptions of what it means to be in good psychological health (Maslow, 1968; Rogers, 1961; Jung, 1933; Allport, 1961; Erikson, 1959; Buhler,1935; Buhler & Massarik, 1968; Neugarten, 1968, 1973; Jahoda, 1958, cited in Ryff, 1989). Ryff concluded that most of the aforementioned theories talk about similar aspects of psychological well being and she attempted to derive the core structures of the concepts trough their points of convergence.

 The author (Ryff, 1989) isolated six dimensions of psychological well being:

1. Self-acceptance. The most recurrent criterion of well-being evident in the previous perspectives is the individual's sense of self-acceptance. This is denned as a central feature of mental health as well as a characteristic of self-actualization, optimal functioning, and maturity. Life span theories also emphasize acceptance of self and of one's past life. Thus, holding positive attitudes toward oneself emerges as a central characteristic of positive psychological functioning.

2. Positive relations with others. Many of the preceding theories emphasize the importance of warm, trusting interpersonal relations. The ability to love is viewed as a central component of mental health. Self-actualizers are described as having strong feelings of empathy and affection for all human beings and as being capable of greater love, deeper friendship, and more complete identification with others. Warm relating to others is posed as a criterion of maturity. Adult developmental stage theories also emphasize the achievement of close unions with others (intimacy) and the guidance and direction of others (generativity). Thus, the importance of positive relations with others is repeatedly stressed in these conceptions of psychological wellbeing.

3. Autonomy. There is considerable emphasis in the prior literature on such qualities as self-determination, independence, and the regulation of behaviour from within. Self-actualizers, for example, are described as showing autonomous functioning and resistance to enculturation. The fully functioning person is also described as having an internal locus of evaluation, whereby one does not look to others for approval, but evaluates oneself by personal standards. Individuation is seen to involve a deliverance from convention, in which the person no longer clings to the collective fears, beliefs, and laws of the masses. The process of turning inward in the later years is also seen by life span developmentalists to give the person a sense of freedom from the norms governing everyday life.

4. Environmental mastery. The individual's ability to choose or create environments suitable to his or her psychic conditions is denned as a characteristic of mental health. Maturity is seen to require participation in a significant sphere of activity outside of self. Life span development is also described as requiring the ability to manipulate and control complex environments. These theories emphasize one's ability to advance in the world and change it creatively through physical or mental activities. Successful aging also emphasizes the extent to which the individual takes advantage of environmental opportunities. These combined perspectives suggest that active participation in and mastery of the environment, are important ingredients of an integrated framework of positive psychological functioning.

5. Purpose in life. Mental health is denned to include beliefs that give one the feeling there is purpose in and meaning to life. The definition of maturity also emphasizes a clear comprehension of life's purpose, a sense of directedness, and intentionality. The life span developmental theories refer to a variety of changing purposes or goals in life, such as being productive and creative or achieving emotional integration in later life. Thus, one who functions positively has goals, intentions, and a sense of direction, all of which contribute to the feeling that life is meaningful.

6. Personal growth. Optimal psychological functioning requires not only that one achieve the prior characteristics, but also that one continue to develop one's potential, to grow and expand as a person. The need to actualize oneself and realize one's potentialities is central to the clinical perspectives on personal growth. Openness to experience, for example, is a key characteristic of the fully functioning person. Such an individual is continually developing and becoming, rather than achieving a fixed state wherein all problems are solved. Life span theories also give explicit emphasis to continued growth and the confronting of new challenges or tasks at different periods of life. Thus, continued personal growth and self-realization is a prominent theme in the aforementioned theories.

6. PSYCHOLOGICAL WELL BEING IN ADOLESCENTS

13-19 and it is a transitioning period from childhood to young adulthood. It overlaps by the changes caused by puberty, and it is followed with major psychological changes mainly because the transitional nature of the period. These changes trigger behaviors and phenomena connected to mainly turbulent forming of identity, independence, increased importance of peer group, experimentation, and resistance of authority. The beginning and the ending of the adolescence, the length, and the changes vary from culture to culture and it doesn't always lead to maturity as people mature with individual dynamics. There have been researches that examine factors that influence the psychological well being in adolescents. In some it is shown that gender is a significant factor, showing that girls have higher psychological well being. (Iqbal, 2017). Other studies show the predictive nature of some of the factors for psychological constructs like resilience. In one study (Sagone and Caroli, 2014) it is shown that the adolescents that score higher scores on the six scales of psychological well being, show higher resilience age is shown as a relevant factor is the same study showing that late adolescents show higher psychological well being than middle and early adolescents.

7. INFLUENCE OF MULTIPLE INTELLIGENCE IN THE PSYCHOLOGICAL WELL BEING IN ADOLESCENTS

Gardner's theory of multiple intelligence implies that intelligence cannot exist outside of a cultural context i.e. outside of the evaluation of the field. (Gardner, 1993a, 1993b). He tried implementing his theory in educational context, using individual approach toward each child and his competences. PIFS project (Practical intelligence for school) was focused on adolescents and was based on Gardner's MI theory and Sternberg's triarch theory of intelligence. The main goals of this project were to evaluate the knowledge of adolescents for their own intellectual profiles, the structure and learning of academic tasks and the school as a complex social system. The students were evaluated by their PIFS profile and differences were found in children with high and low PIFS profile in elaboration of responses, awareness of strategies and resources, and sense of self as a learner. Adolescents with higher PIFS were considered to be more competent in the field of linguistic intelligence, logical-mathematical intelligence and the personal intelligences. These students could easily elaborate why they preferred some courses over others, to differentiate among coursers, academic tasks and personal strengths and weaknesses. They can indicate how their academic performance can be improved and are less literal in their thinking. Understanding their strengths and resources, students with high PIFS could vary their approach to different subjects and be able to call upon siblings, teachers, and friends, parents for encouragement, critique, instruction and motivation. These students evinced a strong sense of themselves as learners by relating their school tasks to long term and personal goals (Gardner, 1993b). These results show how the development of more than one intelligences can contribute to better understanding and adaptation in the process of formal education which is highly related to well being in adolescence since school represents central part of their lives. We can easily expect that these children will have higher scores on all of the scales of psychological well being. The traditional view of intelligence as strictly limited to fast recollection and memorization and recall of information, as well as competence in the linguistic and mathematical field, measured by standard psychometric tests can seriously harm the well being of adolescents. First, students who have competences in the other domains or who have developed other intelligences would not be recognized as intelligent and often are not as stimulated to develop further their capacities. Especially creative children, who often are not best adapted in the school setting can be treated as less competent in the school tasks and even marginalized. Therefore if one student has developed more than one intelligence, they would be competent in more than one area of living which would give them faster adaptation and evaluation from more sides, leading to higher self

acceptance, environmental mastery and personal growth. If the adolescent has highly developed personal intelligences, they could easily indicate their own and others' weaknesses and strengths, their abilities, feelings, desires and manage to realize successful interaction with others leading to positive relations with others and personal growth as components of psychological well being. In our opinion, the combination of highly developed personal intelligences with any other intelligences, grants bigger possibility for expertise and breaking through a domain since the individual could indicate his own competence and develop it and know how to gain support from the field or to derive a socially acceptable product by recognizing others' needs. This would eventually lead the individual to bigger well being that would include all the components of the construct, especially autonomy when recognized as competent in a domain and a clear purpose in life. When more than one intelligence is highly developed in an adolescent, the process of major changes on a personal and psychosocial level can be facilitated because it provides the individual a wider view of the world and others, and bigger flexibility of thought and action. The adolescent can use skills from different nature to overcome everyday problems and challenges and look them from different perspectives.

8. HOW DOES MULTIPLE INTELLIGENCE AFFECT EACH COMPONENT OF PSYCHOLOGICAL WELL BEING

1. Self-acceptance
As mentioned before, an adolescent with developed multiple intelligences is more likely to have better self acceptance because they would have higher competences in more than one domain. That would mean that if one of the domains they are competent in isn't valued by the field, they could try to succeed or use the competences in other domains that are valued by the field. Because external valuation is quite important in the process of individual development, especially in adolescence, valued competence in one or more domains would definitely increase the self acceptance of an adolescent. Besides that, if they have developed intrapersonal intelligence, they would be able to recognize their own strengths and try to develop in that way, which would facilitate the process of self-searching and increase self acceptance.

2. Positive relations with others
Successful interaction with others is preceded by recognizing others' needs, feelings, wishes, motives and react to them appropriately, which is a skill derived from developed interpersonal intelligence. So if the adolescent has highly developed interpersonal intelligence would most probably have positive relations with others. Besides that, if they are competent in more than one domain, the circle of people with similar interests would spread, and they would be able to interact with people from different backgrounds, to understand different profiles of people and to adapt in different environments. Additional to that, the more of their competences are valued as positive by the field, more they will get respect and acceptance from others.

3. Autonomy
Autonomy is more easily gained in people who consider themselves as competent in more than one domain mainly because they are not dependent on only one set of skills to help them in their self determination, independence and self-actualization. Besides that, other components of well being as self acceptance contribute to building an autonomous person. Adolescence is a period in which individuals actively seek for autonomy from authorities, and success in different domains or set of skills definitely gives the adolescent a better ground for gaining autonomy from others, especially if their competence is recognized and valued.

4. Environmental mastery
It is aforementioned that in the studies of Gardner and implementation of project PIFS, it is shown that students with higher PIFS have better understanding of their skills and how to connect their skills to different school subjects and to explain why they fancy some subjects more than others. Having developed more than one intelligences allow adolescents to adapt faster in the environment by choosing domains in which they are competent and vice versa. That way, they model the environment by their own means, which leads to environmental mastery.

5. Purpose in life
Finding the purpose in life is hard especially in adolescence when a big identity crisis occurs. It is likely impossible to expect that the adolescent would have a clear image of their purpose in life, but we can expect that competence in different domains could give better direction and orientation in the chaotic life of the adolescent. That would mean that if the efforts in one domain don't succeed, they would have a "plan b" or other domains they are successful in where they could develop. Having that kind of alternative increases the stability of the adolescent.

6. Personal growth

Leading from all of aforementioned components of psychological well being, we can conclude that the individuals with competences in more domains would have the opportunity to personally grow more than others. But here, we shouldn't oversee the influence from the social environment on whether the individual will be able to fully develop their potentials and to live optimally which is crucial for personal growth.

CONCLUSION

After explaining Gardner's MI theory and Ryff's theory the structure of psychological well being we can conclude that multiple intelligences have impact on psychological well being in adolescents. But, intelligence is considered as a psychobiological capacity, which means that whatever genetic potential a person has from birth, must be stimulated by the environment in order to properly develop. Every person has every intelligence but the level of development of each depends of their genetic potential and environmental support. This leads to the significance of the cultural context outside which, according to Gardner, intelligence doesn't exist. As already mentioned, in western countries, the paper-and-pencil method of testing is still used the most, and a child's school success is mainly judged by their ability to solve tests and their competences in science or language. Being a psychobiological capacity, there is space for each intelligence to be properly developed and canalized, if only the people who are most important in these processes (parents, teachers, siblings) are capable of recognizing the true capacity of a child, its line of development and the best time and method to do an intervention. For example, mathematical and musical intelligence have different lines of development i.e. musical intelligence develops and can be recognized earlier than mathematical, meaning that there are different optimal times for intervention. In that manner education should be oriented towards identifying students' strengths and difficulties, analyze them and influence in focused activities depending on children's needs. Educators and parents need to connect students' skills to a particular subject or activity where they can purposely develop them with appropriate resources, methods and assistance. Understanding the theory of multiple intelligence can help adults understand why their children are more interested in one subject than in other and support them in that pathway, without putting pressure for the average or low level of success in other subjects or even try to use the skills a student has to even improve in subjects that don't match their skills or interests. For example, a musically gifted child can learn mathematical operations through a song or rhythm. We can conclude that individually oriented approach to students each students and their potentials and interests, becoming familiar with the general cognitive development and the development of each capacities giving the student the right resources for development of their capacities and changing the process of evaluation from traditional tests to more flexible methods could develop students' multiple intelligences, and therefore increase their psychological well being.

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"Investing in Youth for a Sustainable Future"

Stream: **Education**

EFFECTIVE IMPLEMENTATION OF PROJECT-BASED LEARNING AS A METHOD TO INCREASE LEARNING QUALITY OF BIOLOGY

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ABSTRACT

The purpose of this study is to investigate the researches supporting the effectiveness, or ineffectiveness of project-based learning as a teaching method.
Objectives of the Study were conducted so as to:
1). Provide students with the knowledge, competence and skills to solve real-world issues and prepare them for the demands of higher education and today's workplace.
2). Develop self-assessment and self-improvement of students by using project-based learning,
3). Explore the growth in students' communicative ability through project-based learning,
4). Analyze to what extent the students have positive and negative attitudes towards project-based learning. The papers discuss different viewpoints related to the implementation and the improvement of project-based learning. All of the research on project-based learning has done in the past years. Since there are not a huge number of project-based learning researches, the review is general rather than special. The analyze of the results of teachers' and students' survey and interviews aimed to explore the impact of the implementation of project-based learning as a method to increase biology teaching.
The result of the survey and interview showed that fully using project-based learning increase students' activity and creativity. Study data included interviews, in-class observations, and lesson plans designed and implemented by the teachers. As a conclusion, we can highlight research important tips as effective teaching in the implementation of project-based learning: 1. Teachers need to be clear about their expectations for each step of work. 2. Teachers take hands-on activity and science fair as one of the steps of project-based learning that makes teaching various and more effective. Students learning through project-based learning maintain content longer and generate a deeper understanding of what they are learning. Even if a graduate student doesn't need science or biology, the learner will be able to use knowledge in real-life situations. Project-based learning offers huge potential, yet to be fully explored for transforming the teaching and learning.

Keywords: project-based learning (pbl), student-centered approach, 21st-century skills, quality of education , K 12 education system, self-directed learners, inquiry -based learning

1. INTRODUCTION

Spreading of robotic technologies, incredible evolution of AI (Artificial Intelligent), new age bionics make us educators rethink about the implementation of project-based learning as a means to increase the quality of education and strategy of the learning-teaching process again. Let's first clarify the meaning of the quality of education by reviewing governmental documents. Quality of education is conformity of education to existing standards, norms, socio-economic requirements, the interests of the individual, society and the state; (Education Law of the Republic of Azerbaijan). Consequently quality of education measured by students' attainment of the competencies and 21-century skills increasingly being demanded by the government, commerce, and industry

As suggested by UN 2030 Sustainable Development Agenda one of the goals for achieving a happier and healthier world by 2030 is to ensure inclusive and quality education for all and promote lifelong learning.
"Strategic Road Map for the development of vocational education and training in the Republic of Azerbaijan" targets educational changes by 2020.
Goals associated with education are followings:
• Increasing education quality for all stages
• Finish transition of system to K12
• The integration of Azerbaijani education into the world and European

• Developing human capital capable to face industrial calls
• creating self-directed learners and learning-center environment
• move from memory-based to inquiry -based learning

Project-based learning may be the missing link in the progression of education in Azerbaijan. Since project-based learning involves the use of complex real-world problems as a main to advance student learning of concepts. Project-based learning is a possible solution for each statements.

Project-based learning first was first introduced by John Dewey at the end of 1890. Dewey's philosophy was learning-centered and introduced real-life situations and contexts into the learning-teaching process. His ideas were further developed in The Project Method book written by Kilpatrick.

Literature review shows that Project-based learning was defined from the beginning of 1997 because the effectiveness of the project-based learning has been questioned for many years. Building on that Boaler in his research explained that students taught in project-based learning classes emerged with useful, real-world content knowledge that they could apply to a variety of tasks (Boaler, 1997). Jo Boaler worked on analyzing the effectiveness of project-based learning and found that students at the project-based schools did better than those at the more traditional schools. (2015 Clifton B. Parker)

Puts fowards researchers gave the wide explanation of project-based learning. Doppelt' in his paper defines Project-based learning as the popular method for imparting thinking competencies and creating flexible learning environments, advancing low-achieving pupils is an on-going challenge for educational systems; project-based learning set significant goals for the pupils and teachers, improving the learning environment, carrying out projects with the pupils' special skills and abilities, and changing assessment methods for project-based learning activities in a computerized environment.(Doppelt 2003)

Observation results show the facts that prove necessity of project based learning implementation:

1. the current education system is textbook based, what makes system framed and less effective, `as result teachers plan lesson beginning from topic jumping to lesson outcome, however, as suggested by Education Law of the Republic of Azerbaijan teachers supposed to build lesson from standards specifying lesson outcome and aim, than prepare materials for training.

2. Lack of using of open-ended questions. Using open-ended questions can be challenging, as they seem to control and prepare. However, well-placed questions do leave the student in control as you drive their interest and engage them where you want.

3. The high number of lessons in the current system. To deal with it we recommend as in international standards in worldwide practice merge the subjects physics, chemistry, astronomy, biology and geography into science.

4. It is obvious that teachers less trained to manage class especially to keep students engaged in their learning and to keep the material relevant. Students don't follow clear instruction. Teachers are not professionally qualified to engage student during the lesson. Project-based learning practicing obtains teachers able to explain something well and ensure that students are engaged in learning, teachers need to plan and prepare effectively.

5. The four-year period between 2016 and 2020, preparation associated as the K 12 transition, presents significant challenges not just to the basic education sector. It is also an excellent opportunity for the reform of a country's entire education landscape. More recently, project-based learning is gaining popularity in a variety of pre-professional disciplines and is now becoming a focus for K-12 education systems (Edmonton Catholic School Board, 2013; Ertmer & Simons, 2006).

6. Limited practicing of inquiry-based learning by teachers and educators. Project-based learning emphasizes importance of the ways to gain goal of «Strategic Road Map for the development of vocational education and training in the Republic of Azerbaijan". Project based learning also was used to move away from "memorization" and focus on real-world situations that required "problem-solving and critical thinking skills" (Savin-Baden & Major, 2004 as cited in Ge et al., 2010, p. 30).

Project-based learning as a strategy not fully implemented in schools' curriculum, building on observations was found a distinction between a traditionally taught project activities and the process of Project Based Learning. Hallerman et al. (2011) defined the essential elements of project-based learning categorized into two main groups: significant content and 21st-century skills. Significant content consists of three elements, driving question, in-depth inquiry and public audience, and focuses on teaching subject-based knowledge and skills. 21st-century skills include the need to know, student voice and choice, revision and reflection, skills which facilitate critical thinking, problem-solving, collaboration and cooperation, and communication. Hallerman et al. (2011) found that a successful project is based on meaningful learning and authentic tasks and products, student discovery and real-world application. Many teachers miss the understanding that Project Based Learning is a process of maintained and deep inquiry. Best Project-based learning was disclosure by New Tech Network (2017).

Traditional project activity is steps are followings:
 lecture=>activity=> quiz=> lecture=> activity=> quiz=> end of unit=> review=> exam+ Project activity.

This brings us to the idea that project activity is short not the essential part of teaching process at a time when project based learning is start with project launch (engaging and authentic task designed to provide the context for learning) =>activities => workshops => lectures => homework => research = > labs => benchmark => reflection + simulations => discussions => modeling => reading => interviews=> quiz=> benchmark => reflection + creating=> feedback=> building => writing => preparing => drafts=> culminating event and presentations (authentic demonstration of deeper learning) => reflection

As seen in pattern second one is more effective because it consists of more than two innovative methods and four different reflections. Steps are suitable for modern learning space and global challenges.

2. METHODS AND ANALYZE.

Objectives of the Study were:

1). Provide students with the knowledge, competence and skills to solve real-world issues and prepare them for the demands of higher education and today's workplace.

2). Develop self-assessment and self-improvement of students by using project-based learning,

3). Explore the growth in students' communicative ability through project-based learning,

4). Analyze to what extent the students have positive and negative attitudes towards project-based learning

Study data included interviews, in-class observations, teachers' and students' survey, lesson plans designed and implemented by the teachers.

For this experiment have been randomly selected 150 teachers of 6-11 grades of the schools in Baku.

Two main questions from the survey were highlighted considering they show gaps in the implementation of project based learning. Figure1 shows that teachers often prefer to use projects in the lower grades. This is contrary to the second question that point decision of teachers to use projects.

Which classes do you teach in?

Grade	Value
6	144 (96%)
7	134 (92%)
8	134 (92%)
9	132 (88%)
10	108 (72%)
11	96 (64%)
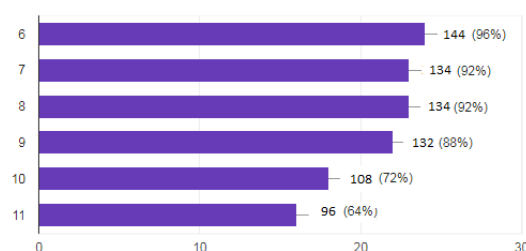
Figure 1. First survey question

Second question measure how often teachers use project-based learning during education year. Graph details that 43.5 % of randomly chosen teachers use Project-based learning in textbook project lessons.

That indicates three times a year strictly framed project with lesson outcome simple paper or electron presentations. 34.8 % use in all possible lessons but observation results record that teachers don't prefer to use project-based learning due to lower of projects' management, limited resources in the classroom, the process take more time.

Other 21.7% proves that disadvantages have the strong influence in using. Satisfying problem design needs a lot of time and work.

 Teachers need dedicated, hardworking and trained facilitators. Teachers need to be professional to use their knowledge in practice

Project process could be effective; it expects multiple disciplines to be integrated so that the students can get different aspects of a situation.
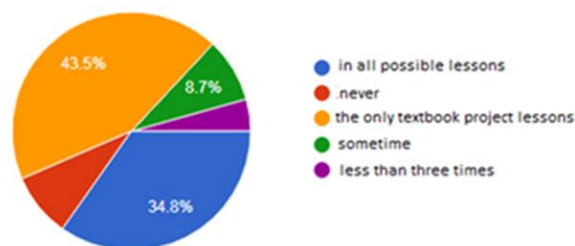
Figure 2. Second survey question

CONCLUSION

The way to learning in our schools is continuously growing and bettering itself to increase the way our children learn in every day in order to improve teaching-learning means and give perspectives to the next generation. More recent research shows that Project-based learning is a student-centered, pedagogical approach that follows an inquiry cycle based on five elements: a challenging problem or question, authenticity, student voice and choice, critique and revision, and a public product (Dias & Brantley-Dias, 2017). Today's teacher and educators must implement all the modernized stages of the project-based learning. These all stages improve the competence certain for society. However, right now, teachers and educators focused heavily on test-taking, lecturing and paper-based works that take away students from the findings that they can make on the world and separate them from it entirely. For further of study, we finish an implementation of a modern type of project-based learning and start analysing results of implementation.

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Strategic road maps for the national economy and main economic sectors

Transforming our world: the 2030 Agenda for Sustainable Development

HOW IMPORTANT IS TO INVEST IN YOUTH?
– A STUDY CONDUCTED IN KOSOVO AND TURKEY

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ABSTRACT

Youth are the future of our communities. However, many young people face barriers that could prevent them from achieving their dreams. Some opportunities are giving youth the support they need to get a great start in life, do well in school, find gainful employment, and reach their full potential. Some youth organizations for youth should aim to reduce high school dropout rates and encourage academic perseverance. They should work with schools, government, corporations, agencies, and individuals to build a social and academic support system that helps youth graduate high school and achieve their personal, educational and professional goals. Unfortunately, youth from low-income families often face barriers to accessing the tools they need to succeed. From our research we have found that the government in Turkey gives youth from disadvantaged families equal opportunities for development, providing things like school supplies, sports equipment, and summer camp registration to those in need. So, a place to sleep, be nurtured, and feel safe is a basic necessity for everyone and it must be provided or at least supported by the government. Positive early development and a strong support system are also solid predictors of future success. Also in Kosovo, the government is trying to help the youth by lowering school taxes and also buying student's books to make for them the learning process easier. Financial instability can affect every aspect of a young person's life. For those struggling to find work, breaking out of the cycle of poverty and reaching their full potential can be extremely difficult. University life is preparing the community's youth, especially those facing barriers in the existing employment-support system, for a job. Today, youth have received coordinated education, training and support services to help them obtain valuable industry-recognized certification and transition into a meaningful career.

So how important is to invest in Youth? Except Kosovo, also Turkey needs to invest in its young population to capture the potentially substantial dividend of today's large youth cohort. Because of the sheer number of young people, Turkey's working-age population will expand by over 800,000 every year during the next decade. This so-called "productive population" will continue to grow until around 2020 when the demographic window starts to close. By that time, Turkey will have the population profile of an aging society. Because of the growth of young population brings some problems with it, such as unemployment, less getting a good job chance, grown up in disadvantages part of society etc., and they have to be faced with that kind of unpleasant situation. Successful engagement of young people in labor market is crucial not only for their own personal economic prospects and well-being but also for overall economic growth and social cohesion. Therefore, investing in youth is a policy priority in all countries, including Kosovo and also Turkey, in which countries is conducted the study. Besides the society without any investing in youth is bad policy for the future of all nations.

Keywords: youth, investment, unemployment, education.

1. INTRODUCTION

They say that youth is the time of life when one is young and also an experience that may shape an individual's level of dependency, which means the extent to which he/she still relies on his/her family emotionally and economically.
Although linked to biological processes of development and aging, youth is also defined as a position that reflects the meanings different cultures and societies give to individuals between childhood and adulthood. The term in itself when referred to in a manner of social position can be ambiguous when applied to someone of an older age with the very low social position; potentially when still dependent on their guardians.

Young people are spending so much of their lives in education, and their experiences in schools, colleges or

universities can shape their subsequent lives. Many types of research show that poverty and also income can affect the likelihood for the incompletion of high school. These factors can also increase the likelihood for the youth to not go to a college or university.

In the United States, 12.3 percent of young people from 16 to 24 years are disconnected, and this means that they are neither in school nor working.

This is seen to be a very high percentage of young people who are away and distanced from schooling and also working as their basic right.

Peer education is a valuable strategy for sustainability educators in shifting youth to take action for sustainability.

The most influential elements of the peer education approach are peer support, meaningful contribution, teaching/leadership role, and student ownership.

In these days, everything is easier for the youth in general, that is because of the technology and the internet alignment in almost all parts of the globe. Below you can see a figure which shows the youth access to computers and the internet by type of household.

Access to computers and the internet, by type of household, EU-28, 2007-2016
(% share)

(') 2014 and 2016: not available.
Source: Eurostat (online data codes: isoc_ci_in_h and isoc_ci_cm_h)

eurostat
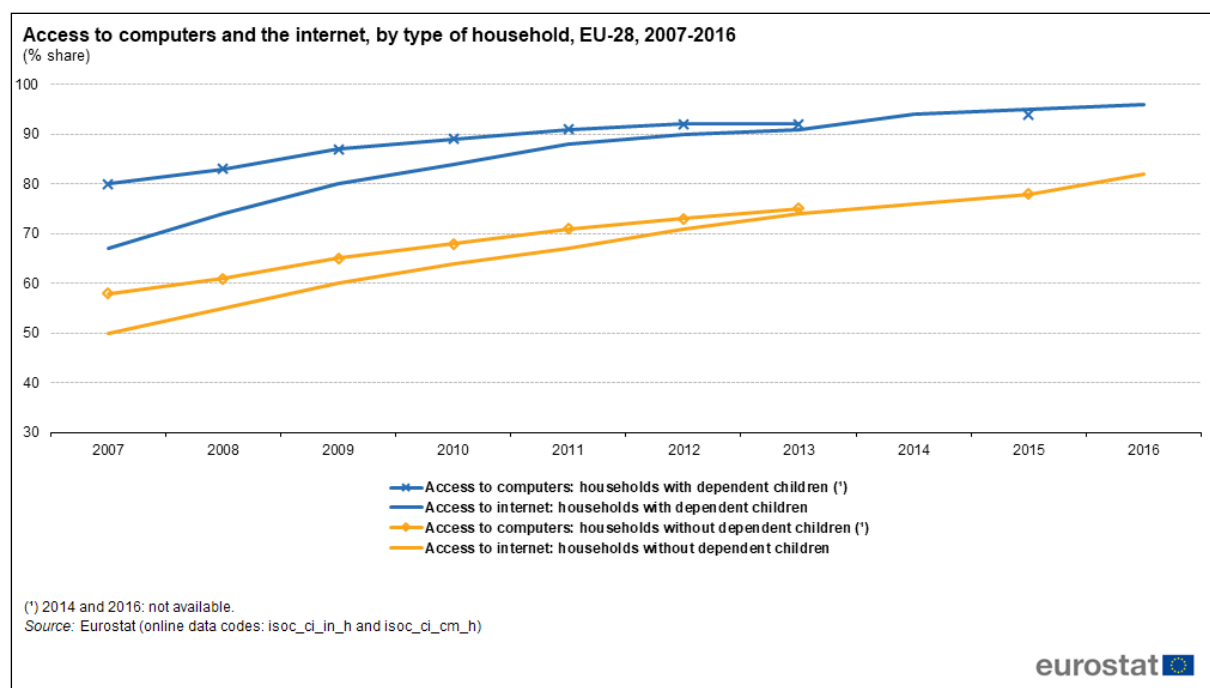
Figure 1. Statistics of youth access to computers and the internet.

Skills are a central source of high productivity and economic well-being.

Nowadays, every state government with their organizations as well as with many non-governmental organizations works to facilitate everything for the youth.

To alleviate the economic problems of youth, the Australian Education Council has expressed the need for a comprehensive youth policy whose aim should be to provide young people with options in education, training, or employment. Facts show a declining rate of retention to completion of secondary schools for males due to the present low employment levels and increased unemployment benefits.

If we see the most known organization's youth activities such as the United Nations, we can see their implementation to youth. The UN system encourages most of the countries to invest as much as they can, especially on public resources in children and youth. UN agencies also analyze the state of children and youth, raise awareness about necessary investments in particular areas, and collect international experience to identify successful policies that can serve as an example for other countries.

They also provide advice for the design, implementation, and evaluation of children and youth related to the policies. For example, UNICEF, the UN Population Fund, the United Nations Educational, Scientific and

Cultural Organization, UNDP and the World Health Organization supported the Ministry of Health and Social Welfare in Mongolia to implement a program that would decrease adolescent school dropout and unwanted pregnancy.

Figure 2. Children taking a photo from UNICEF camera.

UNICEF is spread all over the world. Its aim is to fight mostly poverty and help children and youth all over to live a better and healthier life. This organization also provides many more things needed.

Through grants and loans, UN agencies provide financial assistance to countries around the world. The World Bank finances more than $1 billion dollars per year to support youth investments in education, health, and other sectors.
Another most known organization is the World Bank. The World Bank publishes its own data and researches which are formed by its, including employment, unemployment of women, youth population of countries and other data. It also organizes some events or scholarship programs for the youth from all around the World.

2. WHAT KIND OF SUPPORTS SHOULD BE PROVIDED BY GOVERNMENTS TO THE YOUTH?

As known, there is a need in investing in a healthier, happier future for today's youth as they will develop into tomorrow's leaders.
Millions of children are affected by risk factors that may impact their ability to reach their full potential. All countries work with nonprofits around the world to help address those factors and support the whole child – in mind, body, and spirit. We should focus on programs in health, education, social citizenship and athletics that provide young people with the opportunities they need to succeed.
Programs:
- Health
- Education
- Social citizenship
- Sports

Health

All youth deserve to feel healthy inside and out. That's why we are giving to help youth and families access the right care at the right time. We support organizations leading the battle against pediatric cancer and those that comfort families throughout that battle.

There are some associations that you can be part of it and it is for folks whom you can fight with the cancer or some diseases.

Education

We invest in a range of educational programs, including financial literacy, education, scholarships and one-on-one mentorship to give students the tools they need to achieve college and career success. By providing our youth with access to well-rounded and modern educational resources, we are creating the foundation for our future leaders.

Accessing the education provided by the government and it should be government's priority. We have to deal with this case, because without developing the education, we will not benefit as a nation. Mostly, investing to youth seems on that platform.

Social Citizenship

By educating and empowering youth to make a difference in their local and global communities is supporting a movement of students and educators who believe that some of the most powerful learning experiences happen when you make a meaningful difference in the world.

We are proud to partner with Youth Incubator Communities and other nonprofits to help empower young people to be the change agent.

Social citizenships gain a meaning with the equality. Giving chance to youth get some opportunities must equal. Each part of the society must be equal and the government should care minority rights too.

Sports

The governments of countries are committed to improve the emotional, physical and intellectual well-being of youth through athletic programming. The main duty is providing or creating some opportunities for the young people. It has to be provided to all community and youth equally. By learning good sportsmanship, teamwork and healthy living, kids are acquiring the tools they need for future growth.
We are proud to partner with national and local organizations to deliver these valuable skills, including Sports Aid. Mostly sports aids are provided by scholarships way for talented students or young people on sports.

3. RESEARCHING METHODS AND RESULTS

This research is about youth investment and studies have been conducted in Kosovo and Turkey. In both countries, the evaluation of youth investment was done by consulting and gathering information from different sources, especially from the country's data and information.
In Europe, 40% of people success is coming from the skills that they gained independently. Professional education should be supplemented inside the company each month.
For Kosovo study, we talked with the Mayor of Kosovo Assembly and also with the Minister of European Integration in Kosovo, with headers of Innovations Lab Kosovo, Innovation Center Kosovo, Ministry of Innovation and Entrepreneurship and also the Ministry of Education, Science and Technology.
For Turkey study, we talked with the Ministry of Youth and Sport and mostly with the Turkish government.

3.1 Investment in youth of Kosovo

Kosovo Assembly Mayor Kadri Veseli once participated in the launch ceremony of the European Youth Pact for Kosovo, a joint business engagement and European Union leaders, bringing together representatives of business, education, youth and European institutions.

In his address, the Mayor Veseli said that the purpose of the institutions in Kosovo is to co-ordinate all policies and actions in the function of Kosovo's economic development. Despite the successes in this transition period, Veseli added by saying that we did not explode the economic development by emphasizing the spirit of entrepreneurship and innovation.

"One thing is clear, only the private sector generates steady economic growth.

Only the spirit of entrepreneurship and innovation brings development hopes. In our context, innovative spirit and small entrepreneurship are and should be the place where most of the jobs are created. We cannot have a stable society unless we have a stable and strong private economy. In history, there can be economic development without democracy, but there is no democracy without economic development. Therefore, there

is no other choice than a private-sector economy, which besides economic growth, at the same time proves responsibility to society and the country where we live ", emphasized the Mayor of Parliament.

In addition to his speech, Mayor Veseli emphasized that corporate responsibility is a model of sustainable development, within which the Pact for Youth, which will be signed by the largest corporations in Kosovo, is an initiative that Kosovo society should turn it back to priority.

Mayor Veseli added: Youth could be used as a mean of destabilization, or it could turn into a source of development.

"We have an obligation to make our youth a driving force for development. I pledge to support you and will always be with you, for any initiative that you think should be taken in this direction. The Assembly of the Republic of Kosovo is ready to provide the entire legal basis, which stimulates investment and development initiatives. In this regard, the first initiative that we can take in the direction of the Youth Pact is to jointly fix the issue of practice, "said Mister Kadri Veseli.

He added that investing in youth guarantees a safe future for Kosovo.

"By investing in youth, we enable our young people to become part of the globalization, international labor market trends and this brings about secure development. Investing in youth, we make our European integration path much shorter, our greatest goal after liberation and independence, "said Veseli.

Also, the Minister of European Integration, Dhurata Hoxha, had met with representatives of Innovations Lab Kosovo, led by Hana Sahatqija, responsible for the youth program in UNICEF, discussing the importance of creativity as an irreplaceable resource and a driving force for positive change in friends.

"Among the main challenges are the need to set up a production base, to develop export capacities, to close the gap in competitiveness, to improve the business environment, in order to create a better investment climate and create new jobs for our youth, "emphasized Hoxha, pointing out that youth is an important subject of change in the community and society.

Hana Sahatqija, the head of the Innovations Lab said that they work with teenagers and young people, 14 to 24, with emphasis on marginalized groups. This engagement contributes to increasing the capacity and opportunities among Kosovo's most marginalized youths to seek and ensure meaningful participation both in the workforce and in the formation of policy and decision-making processes.

UNICEF Innovations Lab has been working on approaching teenagers and youth with technology and innovation since 2010, seeking and identifying the methods, technologies and tools that promise to advance the service for children and young people.

Investing in human capacity and especially in youth, was highlighted in the meeting, is the safest investment in a country's future.
Kosovo is using everything it has just to smart invest in youth and then to profit in the future of the country.

3.2 Investment in youth of Turkey

What about Turkey?

In Turkey, there is a Ministry which helps to reduce the number of people who currently have an illness and there are some other organizations which are helping kids and families to get the mental health services and resources they need. We partner with hospitals providing critical care services for children across the globe too.

Young people who are skilled, well-educated, and also well-travelled is a very bad thing to be yet jobless: these are some of the characteristics of the so-called "lost generation". The challenges young people in Turkey face today are many and vary from region to region and from person to person. Many are facing high levels of unemployment; some need to fight for their basic freedoms; others for their right to build up representative youth structures, or face different types of discrimination. There is plenty of *indignation* out there!

We are aware of some disadvantages such as unemployment all nations or countries have to be faced. It becomes a big issue for all people with the technologies because some jobs are losing it popularities. Especially young people faced with their big challenge that calls unemployment on their first step of career or after their graduation.

Unemployment and growing inequality create a feeling of indignation and a profound sense of injustice. Citizens feel they are bearing the brunt of a crisis for which they have no responsibility, and young people feel that they especially have been left behind.

The new grassroots protest movements call for global social justice, for a new policy agenda, and new economic, and social models that focus not only on growth but also on openness, fairness and inclusion.

Our role as established civil society actors is to build on this momentum, provide the link with the decision makers and translate their concerns into concrete suggestions for policy measures.

The Ministry of Youth and Sports aims to tackle exactly these issues and works to empower young people to participate actively in society and improve their own lives, by representing and advocating their needs and interests and those of their organizations. The Ministry of Youth and Sports has been putting youth employment on top of its agenda. We have been leading the debates on young people's access to social protection, better quality internships and apprenticeships, more opportunities for them to embark on entrepreneurial activities and the need for youth guarantee policies.

More and more of our member organizations are joining the United Nations National Action Plans on Youth Employment so that their activities may contribute to improving the situation of young people in the labor market.

While we are very concerned with the worsening of the crisis and its impact on state budgets in the short term, we are convinced that austerity measures alone are not the answer. More smart investments in education and job creation are fundamental: budget cuts can only make the crisis worse in the long run.

This is why we are proposing a Turkey employment plan that cans—through an increase in the structural and cohesion funds—support enterprises that want to invest in young people and recruit them. Another important axis of action for us is to reduce the precariousness caused, for example, by low wages and limited access to social security, and to increase security in the transition from education to employment.

Young people are already a very flexible group. Their dependence on internships, temporary contracts and "'last in, first out'" status means they are often characterized as "labor market outsiders", without access to the same wage and security levels as "insiders". The possible solutions differ greatly, but serious political commitment and investment is the key!

One important measure to tackle the youth unemployment rate and kick-start the Turkey economy would be a standardized youth guarantee policy accompanied by adequate financial investment and monitoring that could offer young people a job, training or retraining within four months of inactivity. Such a policy measure would help young people keep in touch with the labor market, and update their skills, thus contributing to their employability at a later stage.

If there is only a very limited number of jobs available, training, retraining, and education are only solutions of a temporary nature. By fostering entrepreneurship we create jobs. Youth entrepreneurship should be part of this guarantee for the young generation: an alternative way for young people to stay active in the labor market, earn income and realize their potential.

However, currently, young people in the Turkish government do not see this as a viable option for earning income. Too many obstacles are still in the way. Quality internships and apprenticeships can also be part of the answer, but the implementation is a challenge. They must not replace real jobs. However, good-quality internships and apprenticeships greatly contribute to bridging the skills mismatch gap.

This gap between the skills available and those needed in the labor market has also created a growing group of overqualified young people who resort to emigration or to less-skilled jobs. This can be addressed by better career guidance and promoting closer links between the education system and the labor market.

However, we should also stress the outcomes of non-formal education and informal learning opportunities offered by youth organizations and youth-led projects. It is thanks to these types of experiences that one can acquire a range of so-called "soft skills" such as languages, self-confidence, public speaking, project management and financial management skills.

On the other hand, young people in Turkey have some rights to be political. If a young want to be part of any political party or to be a minister they can be. Because of the constitution, if your age over eighteen you can present your political opinion or represent your political point of view on the parliament by yourself.
We believe that young people need proper investment rather than kind words. They must be a political and financial priority for Turkey—youth deserve nothing less!

4. RECOMMENDATIONS

As for the recommendations we would mention the continuing work that the government of both countries must do.

There are also so many strategies they can use for their youth. For example the strategy New Zealand uses for the young people.

The Strategy will give effect to the new direction for the Ministry which is focused on:

- increasing the number of quality youth development opportunities available for more young people from 50,000 to 70,000 by 2018, with a longer-term goal of 100,000 opportunities

- increasing the proportion of funding targeted to youth from disadvantaged backgrounds from 18 percent to at least 30 percent

- Working in partnership to jointly invest in shared outcomes.

This Strategy will identify opportunities for young people that focus on:

- Leadership - young people participating in and leading initiatives and decision-making processes

- Volunteering - young people contributing time, service, and skills in their community

- Mentoring - young people supported to develop skills and achieve goals through relationships with adults and peers.

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ONLINE WEB TOOLS: FORMING A COMMUNITY OF LEARNING

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ABSTRACT

In an age when the world wide web is part of our daily lives, how education is done is shifting to incorporate the information and communication technology (ICT) and to accommodate the growing need of users to interact and engage across geographical distances. To accomplish this change, both a change of infrastructure to include the new ICT instruments and a change of student teacher relationships as they adapt to the new environment are required. Which online tools to choose as the most appropriate to convey the desired message is a challenge in itself, in part due to the large offer available, and, in part, due to the lack of familiarity and the hesitance in approaching these tools. This paper is a narrative viewed through the lens of social learning theory of a training course on web tools to use for education with participants from 6 countries in Europe, sponsored by the Erasmus + Program of the European Union. Its purpose is to present an example of collaborative project aimed at introducing online tools to youth workers.

The five different projects presented at the end, as well as the feedback from the participants, confirm this type of program answers a need of educators to know more about online tools. Furthermore, the participants exhibited the incipient stages of building a community, fact which facilitated learning and collaboration and allowed them to create valuable artefacts.
Methods: The paper used the researcher's journal and observations, artefacts created during the exercises, feedback from the participants at the end of the training, and reflexive letters from participants and organisers after the group training was completed. All this information was organized into a narrative to share what happened during the one-week training, with focus on collaborative learning.

Key words: online tools, digitalisation, collaborative learning, community of learning

INTRODUCTION

In an age when the world wide web is part of our daily lives, how education is done is shifting to incorporate the information and communication technology (ICT) and to accommodate the growing need of users to interact and engage across geographical distances. To accomplish this change, both a change of infrastructure to include the new ICT instruments and a change of student teacher relationships as they adapt to the new environment are required.

1. BACKGROUND

Choosing the most appropriate tools to convey the desired message is a challenge, in part due to the large offer available, and, in part, due to the lack of familiarity and the hesitance in approaching these tools. Teachers, trainers, youth workers and policy makers in the European Union (EU) have been working together to address this challenge with the Europe 2020 program aimed at smart, sustainable growth, social inclusion, and reduction of poverty through, among other key-points, creating a digital agenda, encouraging youth mobility, increasing the number of higher education adult graduates while decreasing the rate of early school leavers, improving economy by streamlining resources, and using energy coming from renewables, together with lowering the greenhouse gas emissions by 20%(The European Commission, 2018).
An important pillar of the Europe 2020 vision is education, alongside training, youth and sports, all covered by the Erasmus + program. Under its Key action 2 for "sharing, developing and transferring innovative practices in education, training and youth provision between participating countries" (Erasmus+, 2018), the Spanish National Agency financed the training course named EducatiON LINE whose aim was to promote digital tools for education and to help youth workers become familiar with different online tools and how to use them effectively. The one-week course is part of a larger project called TURN ONline, implemented by seven NGOs in six countries: iWith.org (Spain), GEYC (Romania), INPRO (Poland), Alternativi

International (Bulgaria), PROJUVEN (Spain), Intermedia Knowledge Transfer (Greece) and Egyesek (Hungary). The goal of this project is to encourage youth organizations to use digital tools in their work so they be able to increase their digital footprint and attract a larger audience in the online space. Youth work aims at "safe premises and support for informal social and independent activities" , while digitalizing youth work makes "possible to reach more young people, it lowers young people's threshold of participating and exerting influence and it provides easy-to-use channels for young people's free-time pursuits and interaction" (Kiviniem and Tuominen, 2017, p. 18) The aim of the course was for participants to acquire knowledge about online tools, together with skills and confidence to develop e-learning courses on their own.

2. LITERATURE REVIEV

2.1 Social learning

Social learning theory points out that learning achieves value in a social environment, where experience and knowledge is shared among different people whose contexts intersect to create understanding and meaning. Meaning is created through practice in everyday life and is located in a process called by Etienne Wenger "the negotiation of meaning", a transformative duality between participation (living and interacting in the world) and reification (creating artefacts) (Wenger, 1999, p. 52). He proposed and developed the model of communities of practice (CoP) by joining the concepts of community - which is not new: people have been gathering into community for safety and food since the beginning of humanity - and practice: a shared interest, domain, repertoire (Wenger, 1999, 2002; Wenger, Trayner and de Laat, 2011). CoPs have three key components: domain, practice, and participants. CoPs are characterized by trust and engagement with the goal to improve learning and create value (Wenger, Trayner and de Laat, 2011).

Originally based on the apprenticeship model (Lave, 2002) where new-comers would enter the community at its periphery and move towards a more centric position while learning to speak the community idiom and gain expertise, thus using learning as an "evolving from of membership" (Lave, 2002, p. 52), the CoP concept grew to encompass identity transformation and reconciliation, multimembership, boundary negotiation (Wenger, 1999) and was used as framework for analysis in different areas of education (McDonald editor and Cater-Steel editor, 2017), health professionals (Andrew *et al.*, 2009), business and management (Draper, 2013).

As one of the key ingredients to make a viable CoP is building trust and personal relationships to develop practice and "craft intimacy" (Wenger, 2002, p. 123), the model has mainly been used and investigated in face-to-face environments. With the rapid proliferation of digital technologies and social media (STATISTA - The Statistic Portal, 2018) CoP is crossing into the online domain, connecting across geographies and creating networks which "constitute a new technological support for sociability"(Scherer Bassani, 2011). In order to connect to the online network to become part of the community of learning and create a CoP, participants need the learn how to use the tools available.

This paper argues that the participants in the training course displayed the characteristics of the second stage of CoP creation: "coalescing", in which the group is exploring the domain and building trust, bouncing ideas and experiences off each other and discovering the benefits of mutual support(Wenger, 2002, pp. 82–85). It is a fragile stage when individuals discover the value of collaborative enterprise and of pooling resources to achieve common goals.

2.2 Scaffolding and affordances

Bruner stipulated that learning is an active process in which learners build new meaning based on their existing knowledge. Social learning provides the scaffolding (Bakhurst and Shanker, 2001) necessary to negotiate meaning and create value successfully.

The term "affordances "coined by Gibson will be used for the online tools that are both subject of the course and object of the final projects. In view of recent research, "extending the notion of affordances from 'action possibilities' to 'transaction possibilities' gives agency to both learner and technology, and recognises the important contribution of the digital environment to the learner experience" (Osborne, 2014).
The researcher analyses the contribution that online affordances have in scaffolding the participants' transition from users-apprentices to creators-teachers of online meaning. Besides using newly discovered applications to create online content based on personal ideas/experiences, the sharing of all course materials and information was done using social media, namely a Facebook group. This allowed a seamless blending between individuals and technology, allowing the participants to the full experience of the education act of the future.

2.3 Non-formal learning

The course was designed to respond the need in a non-formal learning area, defined as intentional "learning embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element." (Colardyn and Bjornavold, 2004, p. 71)Although formal and non-formal education have been designated competing paradigms, research suggest they intertwine in most learning situations, in terms of processes, purposes, location, and content (Colley, Hodkinson and Malcolm, 2002). With this in mind, the outcomes of the training described in the article are arguably applicable to any educational environment.

3. METHODOLOGY

The paper used the researcher's journal and observations, materials from the course, artefacts created during the exercises; feedback from the participants at the end of the training, and reflexive letters from participants and organisers after the group training was completed. The relevant information was analyzed and compiled into a narrative aimed at conveying the experiences of the participants during the one-week training, with focus on collaborative learning.

The narrative was considered the optimal choice to show the experiences of the course in the context in which they were created. Consequently, this article is structured as a sequential narrative to describe the participants' gradual accumulation of knowledge about use of digital tools and to showcase the stages of community coalescing.

"As human experiences that evolve over time, communities and networks have stories – how they started, what has happened since, what participants are trying to achieve. It is in the context of these narratives that one can appreciate what learning is taking place (or not) and what value is created (or not). Framing value creation through narratives emphasizes the importance of audience and perspective." (Wenger, Trayner and de Laat, 2011, p. 15).

3.1 The training course

EducatiON LINE's aim was to promote digital tools for education, to help youth workers become familiar with different online tools and how to use them effectively.

3.1.1 Location

The training took place in Hungary, at approximately 90 km from Budapest, in Holloko, where the participants enjoyed being in the middle of nature and, at the same time, being in close proximity to a medieval castle and a village declared UNESCO heritage site.

3.1.2 Participants

Thirteen people, nine females and four males, from six countries - Hungary, Spain, Poland, Romania, Greece and Bulgaria - participated in the training. They varied in age (from twenty-two to thirty-eight) and experience, the common denominator being the fact that they worked with youth in different roles(see Appendix 1).

4. DISSCUSIONANDFINDINGS

The participants were selected by the sending organisation based on their experience and connection to the field of youth education. Once the first phase was completed, the host organization in Spain, iWith, arranged a series of online interviews via Skype to assess the individual needs of the participants and to check availability for additional phases of the long-term project: blog, written guidelines.

This type of online introduction, through Skype, is used on regular bases to bridge individuals from different geographical locations working together on a project. The names were attached to faces and smiles and accents, and also allowed the organisers to assess some of the strengths and knowledge gaps the participants had related to the topic of the training. These first discussion were mentioned later in the course, letting the participants know the organisers paid attention to their needs, which created a sense of emotional comfort and connection.

4.1 Day 1.

After the arrival at the location in Holloko, formal introduction, and house rules, the course started the next morning with the creation of an interactive presentation using a tool called Boomerang, which turns ten photos bursts into a mini-video. The requirement stated participants to pair-up and film each-other showing the first letter of their names. The resulting mini-videos were funny and unexpected; when shared with the group, they elicited laughter and set the tone to a playful mood, thus opening the atmosphere.

The subsequent step was a task-oriented hunt using yet another tool called ActionBound, downloaded on the spot on the participants' mobile phones. It was a group exercise using the outdoor space. The three teams had the same three exercises, in a different order: registering a song, creating a love story without words, and making a video for children safety rules at a playground.

From the very beginning, the course introduced two free apps none of the participants has ever used before, while also calling for group action and collaboration in the form of a game, in open air, hunting locations and performing joined tasks where imagination, coordination, and team work were necessary. ActionBound results were small videos (3 minutes maximum), uploaded to the platform and presented in the debriefing held afterwards as part of the behind-the-scene presentation of the tool – the participants had already direct experience as participants, now they looked at the tool as trainers/teachers. Learning by doing in a competitive setting (there was a set time for the tasks) in mixed teams composed of people of different backgrounds and cultures, with different personalities (hence the competitive streak), encouraged the participants to discuss, argue, propose scenarios, play roles in the videos, assume roles in the groups, all while testing a new tool and competing again the others in a game. It was quickly obvious who was the "father" and "mother" of the group, who was the creative one, who kept the time, who fooled around, and who veered off track to play. All in good humour, the participants started to know each other in a work environment, began developing relationships that would lead to collaborative project at the end of the course.

The first step of the scaffolding process was made by showing affordances can be easy and user-friendly, and they help create a space with laughter and good-will.

The following group exercise was called the "Circle of Creativity" in which, using a reality scan – the where, the who, the what of the issue – trainers would create a vision, both in terms of atmosphere and values, based on the reality and the resources available. To make this circle personal, each participant was invited to write his/ her own goals concerning then week-long training course in Holloko on yet another free application called Pinup, accessible either by phone or PC. Pinup allows sharing in real time, meaning the participants wrote at the same time their individual goals (using either laptop or mobile phone), while watching them appear on sticky notes in real time on the app. Personal goal setting focused each participant on their individual journey, while sharing them all on one screen created the visible digital context for collaboration, connection, and the potential of journey together, which is the first stage of community building (Wenger, 2002).

During the next activity, the participants were receivers of online courses. This allowed them to gauge the content and delivery of online information. They became recipients of online content – in the reflective part of the exercise, they used personal preferences, satisfaction scales, and critique to assess the experience. One of the key lessons was that it is important to know the audience and to test delivery methods prior to constructing an online course. The key to a successful online communication is matching the adequate channel to the message and them both to the purpose of the transmission. The activity was set up as an "Interactive Museum of Online Education" and four groups attended four workstations with several trainings related to creating visual objects, using different types of online methods: Skype, YouTube, webinar, and MOOC. Each station lasted fifteen minutes and, by rotation, afforded the participants the experience of different training material delivery methods.

The host observers pointed the different attitudes of the participants-as-students during the activity, requesting reflective feedback on the methods each preferred: what was useful, what feelings were experienced, and pointing out these were examples of frequently used online trainings available. By gauging the satisfaction levels as recipients of online content and using reflection, it is possible to predict future students' attitudes, thus working to discover the best content and delivery method applicable to a certain audience.

Exposure to the different trainings and tools showed the participants the different angles of performing online education and started a reflexive process on the quality of the education act that circled back to the vision and personal goals submitted previously. It also helped enhance each participant's expertise on the course domain. At the same time, it raised some doubts on the level of expertise needed for the final projects: AL, one of the volunteers from Macedonia, stated he was feeling "lost"; even if he considered himself a proficient social media user, the insight into the different affordances uncovered areas he was ignorant of. His comment triggered recognition of the same feelings for the majority of the participants, who admitted freely both their

difficulties in searching and choosing adequate online tools, as well as hope and expectation these will be overcome in the next days.

4.2 Day 2

During the second day of training, using the metaphor of an ocean and different type of e-learning as islands, the participants reflected on their personal understanding of the concept of online learning (or e-learning), as well as how to use digital tools in their local context, followed by testing and assessing six collaborative instruments: Kahoot, Google forms, Big Blue Button, Padlet, Edmodo, and Google Classroom.
The process was not without difficulties, as the participants discovered strengths and weakness of each tools, as well as the challenge of deciding which education context and audience are appropriate for each tool. A checklist named VERA (Very Easy Review for Apps) was used to assess the various affordances (Appendix 2). Although the majority of the features of each tool were user friendly, some (Padlet, Google Forms) were more intuitive than others, others (Big Blue Button, Kahoot) were more suitable for a specific activity (webinars, games), and some (Edmodo, Google classroom) required additional time allocated for learning.

Another challenge ensued at the time of explaining the applications to the group and having them go into the sites, logging in, and solving the proposed exercises. It became apparent that online students need to take extra time to access the online tools, to become familiar with the layout of the course, to test and troubleshoot the eventual errors, not accounting for technical difficulties or those related to Internet connection/ bandwidth. The testing and subsequent presentation gave the participants insight into the preparation time, skills, and patience needed to set up and facilitate online courses, even more than with the face-to-face environment.
At this point in the course, the participants started connecting more freely, discussing projects and sharing personal information in the free time, as well as bringing forth their experiences and background during the activities and the debriefing sessions. Contrary opinions were also heard, particularly in understanding the meaning of the steps of the activities. The facilitators watched closely and intervened in the discussion, providing additional information and/or encouragement when necessary. The timing proved appropriate for introducing group dynamics: forming, storming, norming, and performing (Wilson, 2010), as well as brainstorming within the group the skills of an online facilitator. The brainstorming allowed ideas to bounce off one another, reflecting back on the digital tools used now both from the perspective of a student and that of a facilitator, with concepts of engagement, assertiveness, presence, leadership, and organization skills (Savery, 2010).

4.3 Day 3

The third day started with a challenge: a lip-daub competition between two groups. The groups were selected randomly the evening before. In the morning, two very different approaches to this task became apparent: one group discussed and could not reach an agreement about the song they wanted to do. The other group decided fairly quickly in the song, however two members announced their unavailability to participate due to personal reasons. The rest of the group decided to go on with the task without them, and proceeded to have fun with the recording and a little playacting. It showed engagement and commitment to the task and the willingness to get out of the individual comfort zone through all the states of planning, rehearsing, executing the assignment and, subsequently, showing off the end-product to an audience, something none of the participants has done or thought of doing before. In working with groups, this kind of exercises, while apparently inconsequential, can provide insight into the dynamic of the groups and allow educators to intervene in order for the groups to deliver on the assignments. To the trainers, the activity revealed two different groups dynamics with different end-results: one delivering the outcome, one stuck at the discussion and planning phase
The next task involved learning about video making: how to use a camera, shooting angles, grammar of the video story. This time divided into four groups, the participants received the task of filming interviews or other activities. There were four videos on different topics at the end of the day: about the weather forecast, about a simple Bulgarian dance, how to jump over a table, and how to play the wooden bricks game called "Jenga". The raw material filmed was edited and participants learned from their mistakes about the script of the story, presenting a context, shooting from different angles, video editing. In discussing each video, the participants learned together, building new knowledge and extracting meaning from each other's works. Personal preferences and feelings became visible on both sides of the camera; some participants voiced their uncertainties in being on front of the camera, together with their discomfort at not knowing the answer to the questions or of being asked too personal a question, and their lack of knowledge about shooting videos combined with their criticism at the end-results. Throughout the process, they asked for help and shared

personal experiences, thus finding the "benefits of contributing and the value of learning from other[s]" (Wenger, 2002, p. 86) which are indicative of the coalescing phase of CoP.

4.4 Days 4and 5

The fourth day began with a Moodle presentation, after which the participants split into groups to pursue individual projects. This time the split was voluntary, each person either presenting his/her own idea or joining an idea they felt they can contribute to. The next task was to write a plan, present it to the experts' team (communication, video production and user testing), and plan around specialists, time, and equipment resources to produce an e-learning course. This meant to film, edit and create online content, upload it to an online platform and present it to a peer audience, all in one day and a half. A checklist (Appendix 3) was developed to help the participants decide on a topic and choose the adequate affordance to present it.

Five very different projects were created and uploaded on the Facebook group to be assessed by the facilitators and the other participants at the end of day five. Despite all the challenges and the short time, the participants worked as a team to bring to life projects that reflected the character and passions of each creator. The projects approached a large range of subjects and tools: a blog about intercultural exchanges and the refugee experience, a Parkour demonstration, a public speaking course, an introduction to ergonomics and a sexual awareness questionnaire.

MC expressed her feelings eloquently– " For me is very difficult to be here…I don't like…for me it's very difficult to be here in front of the camera. I don't like…nothing and I am doing this…because…for my group.[…] we can talk about how to affront some difficult situations like this.[….] be here even if you want to run…this is my first experience…"

This proves the participants were all very involved with their stories and put effort and personal experience to work to create a learning experience for the rest of the group. The team leaders were involved emotionally because the subjects they choose to present were close to their heart and the intention was to bring a change to the society they live in. Some subjects were raised from the conversation of the participants during free time or lunch, taking advantage of the diversity of the group not only in terms of nationality, but also in terms of age and experience. From the beginning, the participants became very close in a space of mutual respect and trust and were able to tap into each other's lived experience to help with their chosen theme. While everyone was working on their own projects, some of the participants participated as guests on the other projects. No invitation was refused, the comments indicated gratitude and desire to help, signaling trust and community coalescing (Wenger, 2002). Furthermore, the realization of actual projects is another indication of a CoP: reification (Wenger, 1999) in the form of online courses and additional documents. This required use of all the information and skills learned in the previous days, on top of personal creativity and collaboration. The group proved they learned and worked in collaboration successfully by using online tools to create artifacts, thus reifying the knowledge acquired through participation.

The feedback from the participants after the course revealed that "online tools, in the correct hands, can improve learning and be an opportunity" (MA from Spain); the new affordances "can really change the way we learn and the way we connect" (KD from Greece), they are a means to "be connected with [*the refugees*] past life, with family and friends who are far away" (MA from Spain).
In the newly created community of learning, the takeaway was information on "the tools needed to create an online course and to present to my students a different view of the course using online tools" (AP from Romania). The participants also received stories about how "to be a volunteer in Palestine, how immigrant communities live in Greece, what prompted a young man from Kyrgyzstan to study in Europe, the passion for the Russian cuisine of an Italian young man who chose to go to a volunteer mission after finishing school, what are the working conditions and professional aspirations of a young midwife from Greece, how to radically change your life by choosing to live far away from your country, which were the disappointments of a young woman from Chile when she met the 'European dream'" (TB from Romania). This comes from the personal shared backgrounds of each participant and it gives a measure of the close connections and trust achieved in the emerging community.
The sending organisations used blogs to disseminate the information about the course and its content, underlining that "digitalisation as of a process whose future is blooming in this century" and learning how to use the online tools and to have an active online presence contribute to "adaptability, as working with millenials involves constant change and innovation" (CL from Geyc Romania).

5. CONCLUSION

5.1 Limitations

The experience has been viewed through the eyes of the researcher, whose experience and bias may have affected the conclusions. To mitigate bias, peer debriefing and an external auditor (Creswell, 2002) have been used. Another limitation is the fact that this was a one week only course, with a small number of participants. Another instance of the same training will occur later in 2018. It will be interesting to observe, analyze, and compare the second group' s behaviour, as well the changes made by the host organization following the feedback of the participants, to the first iteration of the course.

5.2 Recommendations for further research

This research gives valuable input into the kind of courses the European program does support, with impact on the future of education. Although the course is for non-formal education, the same conclusions apply both to formal and non-formal education: the future is digital and in a virtual world, learning occurs successfully within communities of learning. Further research can be done to gauge the Turn Online program with all its components, as well as its impact on the host NGO's and the youth worker community.

CONCLUSION

The future is now and digital tools are part of the new wave of education. In order for organisations to be successful in their activities and reach a larger audience, they must use online tools effectively and create a coherent digital presence. The first step is to become familiar with these tools, to be able to match the corresponding tool to the participants' needs. Learning in a social context and sharing personal experiences and backgrounds gives participants a sense of trust, which helps build connections that in turn create a community of learning (a potential CoP), where members learn in collaboration and respect for each other, as well as for the outcome. This type of projects proves the value of creating a space for trust and respect where community begins to bud in the relationships that form naturally between the participants. The Facebook group is still active to-date, an active link between participants of different ages, genders and cultures embracing multiculturalism and inclusion in both physical and virtual environments. Each participated had a personal contribution in writing for the TurnOnline blog and the guidelines on work with online tools.

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Appendix 1
List of participants(initials only)

Name	Gender	Age	Country	Background
AP	Female	39	Romania	Corporate/ training
TB	Female	29	Romania (Moldova)*	Business management
SN	Male	18	Poland (Kyrgyzstan)*	Student (IT)
EJ	Female	25	Poland	student
KD	Male	26	Greece	physiotherapy
MS	Female	23	Greece	student
MA	Female	25	Spain	youth worker
MC	Female	35	Spain (Chile)*	youth worker
VI	Female	29	Bulgary	youth worker
RY	Female	28	Bulgary	psychologist
AL	Male	22	Macedonia	volunteer
MY	Female	22	Greece	volunteer
SP	Male	23	Italy	volunteer

*nationality
Trainers/ facilitators onsite: MA, TM, VB – Hungary; AK – Spain; AN – Ukraine

Appendix 2
VERA (Very Easy Review for Apps)**criteria**(developed by VB and Egyesek)

1   Name of the App or Platform

2   What's the Aim or Purpose of the App or Platform?

3   Overall, how do you rate the user-friendliness of the App or Platform?

Very Unfriendly |Manageable | Easy |It's a pleasure

4   How much does it cost? How do you evaluate the price/benefit ratio?

5   User Experience

How do you feel while using it? What are your impressions?

Suggestions:

Intuitive | Clumsy | Smooth | Chunky | Hard | Easy as Checkers | Fun | Confusing | Complex | Disappointing | Amazing | etc. | etc. | etc.

Describe your experience with this app in *a few words*.

6   Technical Difficulties

What problems could happen? What problems are you having with this app or platform?

7   Time

*What are your observations about **time**? Does it feel like a long time to explore this app? How long would it take to create quality content for this platform?*

Any other comments?

8   Content & Target Group

Who could use this app or platform? What kind of content can it be used for? What type of content works BEST on this app or platform? Is there content that You could imagine using with this app or platform?

Appendix 3
Create an online course – Project list

1   Working Title

2   Target Group

3   Choose an area of knowledge that you are comfortable with. It can be:

	Skill	Knowledge	Information	Process	Attitudes
Example	How can you generate 10 different kinds of images in a short time?	What is dyslexia and what causes it?	Explaining the principles of computer programming (principles, rules, definitions)	How to become part of a community online?	How to look at your role in the community? (values, beliefs)

I choose (one or two):

☐ Skill

☐ Knowledge

☐ Information

☐ Process

☐ Attitudes

4   Learning Goal
What do I want my participants to learn or understand from the experience?

By the end of this online learning experience, participants will ….

be able to

learn to

know how to

5   Success Criteria

How will I know that my participants have learnt / understood the content?

My success criteria:

6   What media will I use to create this experience online?

☐ **Image**   ☐ **Video**   ☐ **Text**   ☐ **Live tutor**   ☐ **Chat / Messaging**

☐ **Other** _____

7   What form of eLearning will work best for this […………….] Project?

☐ **Internet supported learning**

☐ **Fully online training**

☐ **Game-based learning**

☐ **Blended learning**

☐ **Other** _____

8   What platform, tool, app etc. will work best for this […………….] Project?

_____

9   How will we test the content while we are working?

What activities can we plan to check if it works?

EDUCATIONAL TRAJECTORIES OF CHILDREN FROM RESTORED BIOLOGICAL FAMILIES IN THE CONTEXT OF SOCIAL INEQUALITY

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ABSTRACT

Social inequality is a form of differentiation in which individuals and social classes are at different levels of social hierarchy and have unequal life chances and opportunities to meet their needs. Unequal access to such social benefits as education, the prestige of the profession, money and power are usually transferred from one generation to another, forming the structure of social stratification of the society.

Education is a powerful factor in alleviating the social inequality. Among the main objective factors affecting the education of children and youth are sex, age, ethnic and religious affiliation, the territory of residence (city or village), health, and the social status of a parent family.

Failure to fulfill the responsibilities for the maintenance and upbringing of children leads to the destruction of the family, the deprivation of parental rights; as a result children are forced to live in state educational, medical or social institutions or foster families for a long time. During this period, children are taken from the biological family should be provided with the right of education, according to their age, physical and mental health status.

In order to study the educational trajectories of schoolchildren aged 10-17 (n=100), who were returned to their biological families after the restoration of biological parents in parental rights by a court decision, in 2018 the research was conducted on the territory of three regions of Russia: Belgorod, Saratov regions and the Trans-Baikal Territory with the use of in-depth interview's method. The study found out the typical objective and subjective causes of social inequality in education of looked after children: formal rules that regulate the realization of the right to education; poor academic performance, drops of school due to metal health or behavior problems as well as low level of parents' competence.

Keywords: children looked after, biological family, parents restored parental rights, education, life trajectories, Russia.

1. INTRODUCTION

In the context of globalization, increasing social mobility of young people, high risk of unemployment, the role of state social policy regulating issues related to the accessibility of education, its quality, as well as subsequent employment is very important.

According to formal indicators, the level of education in Russia is one of the highest in the world. The proportion of the population without education and with primary education is less than 2 %; with basic general education – 9 %; secondary vocational education – 47 % [Mau, 2013].
Over the past two decades, higher education has become a social imperative and an indispensable condition for successful career growth. For the period 1989-2014, the number of people with higher education has more than doubled [Higher education, 2018]. According to the Federal State Statistics Service, in the structure of Russian economy in 2014 there were 52.6 % of people with higher education, secondary vocational education – 35 %, with secondary general education – 9.9%, with basic general education – 2.1 %, without basic general education – 0.1 % [Federal State Statistics Service, 2018].According to the Center for Sociological Research of the Ministry of Education and Science of the Russian Federation, the value of higher education is quite high among its citizens: more than 70 % of parents surveyed want their children to graduate from universities [Verevkin, 2010].

2. MAIN PART

2.1 Theoretical analyzes of the issue

One of the social elevators by which an individual can overcome the boundaries of his/her social class is education. According to the Global Monitoring Report "Education for All", the most marginal social groups in terms of access to quality education are refugee children, slum dwellers, HIV/AIDS, disabled, and orphans [UNESCO, 2015]. According to UNESCO in 2014, 61 million primary school children and 202 million adolescence did not attend school; 758 million adults in the world are not literate [UNESCO, 2015].

In 2012, 37,000 Russian children did not have primary general education, more than 22,500 children were illiterate; over 30,000 minors aged 7-18 have never attended school; every sixth adolescent aged 15-17 years is illiterate [Russia becomes a country of ignorance, 2018], which is a direct violation of children' rights to education.

There are five major areas of life where young people can make their choices to adulthood: continuing to learn, starting to work, developing a healthful lifestyle, beginning a family and exercising citizenship [World Bank 2006] which will influence on their future in terms of realizing their full potential in adulthood as citizens, household heads, workers, entrepreneurs, leaders, etc. or how ill-advised choices can have significant implications for their human capital and capabilities.

Studies of Russian and foreign scientists show that children from families at risk, who experience a difficult life situation or living outside their biological families for a long time, have typical educational trajectories. In sociological interpretation, the life trajectory is determined by external conditions and factors that influence its development. According to P. Blaw and O. Duncan's social theory, the life trajectory is mainly determined by objective social conditions such as family status, education, close environment, and less often by individual abilities [Blaw *et al.,*1967]. That allows us to analyze the ratio of the contribution of the social environment and personal abilities in the overall structure of the individual's achievements.

Most of researches [Ou *et al*., 2008; Fothergill *et al.,* 2008; Kellam *et al.,* 2008; Elias, 2003] find some correlations between child wellbeing and his/her performance at school, including academic achievement, social and behavioral functioning. Developmental status (particularly attention and executive functioning) as well as a lack of environmental stress during early childhood foster care experiences have a significant positive relationship with the emotion regulation process and school adjustment in middle childhood [Healey *et al*., 2011].

A growing body of research show, that there are a whole range of difficulties in the realization of the right to education by children from families at risk, as well as children, who have lived in foster care. American researchers who studied 4,500 foster children state that 16-20% of them have a lower level of knowledge compared to children raised by biological parents. A survey of foster parents regarding school performance of foster children aged 6-14 years show that they are twice less to take part in school and out-of-school activities compared to other children [Kraus *et al*., 2012].

According to J. Cashmore and M. Paxman's studies (n=1132), every fourth child of school age, living outside his biological family, regularly misses school and has a level of academic achievement, physical and psycho-emotional development, social skills below the average standard. The second wave of the study in five year period showed that foster children had a lower social status after leaving care: they performed low-paid, low-skilled job; they more often were unemployed; half of them had their own children [Cashmore, 2007].

Russian researchers also have established a correlation between school achievement of the child and the social and economic status of his/her parent's family: children from families with higher incomes, parents' higher education level, as well as stable labor market situation demonstrate more significant success at school compared to children from low-income families [Uvarov *et al*., 2014].

Most care-leavers also choose secondary vocational schools to continue their education instead to enter the university, the number of which has continued to decline steadily over the past few years. That leads to a change in the social structure of students, the diminishing of the contingent of low-status groups from the sphere of education in general, and the decreasing in the literacy of the younger generation.

2.2 Methods, Participants and Measures

In order to study the educational trajectories of schoolchildren aged 10-17 (n=100), who were returned to their biological families after the restoration of biological parents in parental rights by a court order, in 2018 the research was conducted on the territory of three regions of Russia: Belgorod, Saratov regions and the Trans-Baikal Territory with the use of in-depth interview's method.

2.3 Results of the research

poverty; low social and educational status of the parental family; the territory of residence; the frequent change of educational institutions during their stay in several foster families; the difficulty of adaptation to a new foster family, a place of living and learning; separation from friends and relatives; low self-esteem and social status in the peer group because of family problems and living in foster care.

As it has already mentioned, poverty is one of the leading factors of social inequality in obtaining education. According to the study, children from the most low-income social strata remain in the school for two years less than their peers from the middle and upper strata. This fact defended by the results of regional longitudinal studies conducted in Yaroslavl region and Republic of Tatarstan (Russia), show that the higher education level, social and professional status of parents, the more likely their children will continue their education in school until the 11th grade. At the same time, for children from families whose parents have primary or secondary vocational education, there is a great uncertainty about their future educational trajectory [Popov *et al*., 2012].

Another important factor is the territory of residence, which increases the difference in obtaining a quality education: children and youth from rural areas are less educated than their peers, living in towns or cities. Similar data are contained in the works of foreign researchers, where it is stated that families with strong income, high professional status and significant cultural capital take advantage of the urban environment more than other social groups living in the same areas [Karsten *et al*., 2015].

The third reason is the frequent change of educational institutions due to the transfer of children into a new foster family, kinship care or a state social institution, located at another district or even region of the country, because of the disrepair in the biological family. As a rule, it is accompanied by a change of the place of residence as well as school or a special educational institution. For example, the results of American studies indicate that 20 % of foster children lived in 3-5 foster families during their childhood in average; 18 % changed 6-9 places; 24 % – 10 or more families after their removal from biological parents [Kraus *et al*., 2012]. In some cases, they are subjected to different state academic standards and requirements, which can create gaps in learning and barriers to graduating high school on time.

This circumstance entails difficulties in mastering the school curriculum and necessary social skills, forcing the child to adapt to the society again and again, building relationships with new classmates and teachers, experiencing separation from friends and significant adults, which in turn leads to emotional disorders, deviations, misbehavior. At the same time, the short stay of children in a new school does not allow teachers and administrators to identify and eliminate the child's problems.

In addition, one should take into account the existence of stigmatization and social exclusion of children who have lived in a foster family or a boarding school for a long time. It was found that the social status of a child living outside his/her biological family has a negative impact on his/her relationships with teachers and classmates, placing them at risk of school victimization.

CONCLUSION

As a results of the study, the following objective and subjective causes of social inequality in getting education of children, who had to live in social institutions for orphans or in foster families for a long time and then were returned to their biological parents: a low level of training that prevents them from subsequently competing with children, living with biological parents and who have an opportunity to attend additional individual classes; poor academic performance, bad attendance classes, and the risk of expulsion from school, college or university; the spread of the practice of imposing certain trajectories of vocational training on care-leavers without regard for their interests; a low level of motivation for training, getting a job, as well as high dependent attitude of the children themselves.

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1. INTRODUCTION

1.1 Relevance

In the modern world, high technology is the basis of competitiveness. However, few can innovate, think, create and work. Einstein once said that wisdom is not a product of learning, but a lifelong attempt to acquire it. The idea of learning, your whole life, originated back in ancient Greece, but it was never fully realized. "Paideia" is an educational system, described by Aristotle in the treatise "Politics". He put forward the idea of education, revolutionary for its time, accessible to all people, regardless of their material condition and class membership, the idea of "universal education" - the education of a flexible person who is able to understand many aspects of life.

The digital economy places special demands on innovative thinking and information awareness, which are the key criteria in the labor market.

Current realities indicate that school and university education has become scarce for the development of innovative thinking, and therefore, to maintain an active civic position in society, to use modern technologies, to develop one's own business or improve your own work skills.

1.2 Formulation of the problem

The existence of a gap between the relevance of the economic problems and the knowledge and competences obtained in schools and universities. At present, there is no mechanism in Russia that allows every schoolchild and student from different regions to acquire knowledge, develop skills and participate in the development of innovative technologies and new management methods at different stages of their development. Currently, business is not responsible for the filling of the educational process with relevant knowledge and does not take part in the formation of professional competencies aimed at future production and technology. At present, such work is not systemic, fixed at the state level, character.

Sub problems:
1). Firstly, the different levels and links of the modern educational system have weak interrelationships. According to Praxis statistics, about 17% of students studying in the territory of the European Union drop out of university.
2). Even in 2017, education is far from the Internet. According to NCES statistics (National Center for Educational Statistics), only 55% of students in the US go through various online courses. At the same time, those are the statistics from the United States, the most advanced in terms of the Internet state in the world.
3). Thirdly, most schools and universities still cannot give students practical skills. According to statistics, only 49.6% of all graduates in Russia go to work based on the degree or specialty they received at university. This situation extends to the rest of the world. Modern education should be practical-oriented.
4). Fourthly, education is too weakly connected with business. There is no such platform where students could present their ideas, and businessmen could buy them. According to statistical data, the introduction of one scientific idea into the finished industrial cycle takes a period of 5 to 14 years. First of all, this is due to the lack of systems of interrelation between business and science and a long bureaucratic turnover.

5). Fifthly, a good level of education is not provided in hard-to-reach and rural regions. Millions of people around the world do not have the opportunity to go to school every day.

1.3 The idea of the project

The "Paideia" project is designed to create a mechanism for interaction between schools, universities, public authorities that regulate science and education, the business community and other interested parties, granting equal rights to each student, regardless of their place of residence, study, social status and financial situation of their families, with a view to developing competences for participation, developing and implementing projects related to solving real production and economic problems of the society, development of innovative thinking.

The project approach should become an obligatory component of the educational process in schools and universities. Mastering the methods of design work (teamwork with specific goals and results) should be included in the curriculum as an indispensable condition for building a public educational system. The mandatory inclusion of business, large corporations and successful enterprises in the process of preparing a practice-oriented educated youth and developing technical project assignments for schoolchildren and students should become one of the criteria for assessing the level of corporate social responsibility.

1.4 The purpose of the «Paideia» project

The main goal of the project is the creation of a long-term seamless educational system, based on the development of a mechanism for interaction between schools, universities, public authorities, the business community and other interested parties, providing each student with equal rights to receive higher education, regardless the place of their residence, study, social status and financial situation, with a view to developing competences for participation, development and implementation of projects related to real production and economic tasks of the society, development of innovative thinking, contributing to sustainable development.

1.5 The tasks of the «Paideia» project

1). To develop the concept of an innovative national electronic platform for the development of project competencies and innovative thinking for young people, which can be replicated and implemented in all countries with transformations to specific conditions.
2). Identify the processes, relationships, ways and methods of interaction of all stakeholders: schools, universities, public authorities, the business community to create a lifetime seamless educational system, to distribute functions, powers and responsibilities between them.
3). Develop a plan for technical implementation of the proposed "Paideia" project, outline its future prospects, subject to mandatory inclusion of business, large corporations and successful enterprises in the process of preparing a practice-oriented educated youth and developing technical project assignments for schoolchildren and students that will become their corporate social component responsibility.
In order to grow a generation of progressive, intelligent and forward-looking people, we really need to help it develop specific competencies that are in demand throughout the world.
The one shown in Fig. 1, we see a direct dependence: the higher the education of the applicant, the more attractive it is on the labor market.
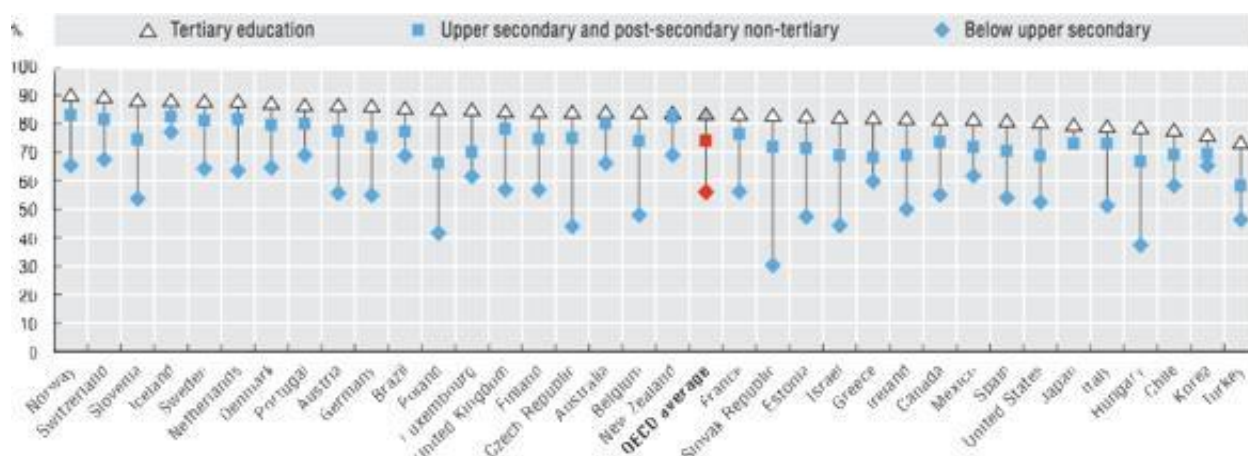
Fig. 1. Dependence of the level of education and employment opportunities.
Source: OECD, http://www.oecd-ilibrary.org

We are convinced that the implementation of our project will promote the growth of accessibility and will raise the level of education.

2. METHODOLOGY

The project is based on a desk study: content analysis of key program and other documents on the development of education in the Russian Federation and the world, reports and materials of Russian and foreign companies and educational institutions, reports, speeches at international congresses, forums for 2014-2017. The results of international studies, benchmarking from the position of the system approach and the concept of sustainable development.

2.1 Project Description

The national electronic platform for the development of project competencies and innovative thinking of the youth "Paideia" is based on the following main provisions:

The main condition is the mandatory inclusion of business, large corporations and successful enterprises in the process of developing technical project assignments for school children and students. Business carries out the order for development of projects with attraction of students and school children.

For school students, projects of a lower level of complexity may be envisaged. They can offer both companies (business), and universities and schools.

On the "Paideia" platform, a system is provided for earning (accumulating) students' marks and scores for successful participation in projects and a rating with a base of competences and history of participation in various projects, i.e. a kind of portfolio.
This electronic platform for the development of project competencies and innovative thinking of young people can be replicated and implemented in all countries with transformations to specific conditions.

2.2 Requirements for projects

We divided the entire educational process into educational cycles. Each cycle - is the period of creating one new project. Projects should be interdisciplinary. In the future, such divisions of people will be absolutely unimportant, whereas specific skills and abilities will play significant roles.

Activity during the project within the educational process should have a measurable result and strict deadlines in which it is achieved. The ideal situation is that when the project is initiated by a real customer who puts forward requirements

for the final product, he evaluates and motivates students' work, and successfully develops successful developments.

Projects must be innovative and complex enough, to permit interaction within the team, as the distribution of roles and responsibilities is required. Interdisciplinary projects require the participation of students from different directions.
In our opinion, school and university student projects must meet the following requirements:

1). Building a project from the problem / significance / relevance: the existence of a problem that the project solves, matching existing challenges (for example, SNTP / STI for technological projects), the availability of an order for the result of the project, the potential user, etc.
2). Realization of projects complete life cycle - from design to operation and disposal (for an innovative project), from the hypothesis to the use of the acquired knowledge (for a research project). Project participants should implement the whole cycle or at least see it as a whole, if the emphasis is at some stage.
3). Originality of the solution: the uniqueness of this project, why this concrete project? Why simply not repeating an already known algorithm or laboratory work. What new knowledge can be acquired alongside this project?
4). Inclusion in the professional community: the project must meet real requirements of the professional community.

The project has an educational value when there is an educational result, which should be singled out separately and be reflected by the participants. Requirement for the process of achieving the result :

o Independence: how much the team was independent in the implementation of the project from conception to operation, primarily in the selection and decision-making.

o Accounting for resource constraints: time, money, etc.

o Awareness of the choice of organizational solutions: individuality /teamwork, the distribution of roles, what barriers have been identified, how they have been overcome, etc.

For successful implementation of the project, it is required to classify them according to the profile activity that is carried out in these projects, and on the product result that is obtained at the output (see Tables 2, 3).

Table 2.
Types of projects according to specification

Type of a project	Leading activity	Description
Research project	Research	Generation of a new demanded (and useful) knowledge
Engineering design Project	engineering	Creation of a new engineering product or technology
Organizational project	managing	Creation of new practice, business, management structure (management system)
Strategic project	strategic planning	Creation of strategic programs,

Technological project	Technology
Infrastructure project	Infrastructure
Entrepreneurial project	Business, market
Innovative project	Innovation (full cycle)

		infrastructures, industries, etc.
Art project	art activity	Creating a new image, perception, artistic product, etc.

Source: Authors of the project "Paideia"

In real engineering, pure forms of, for example, research or design are rare, usually a synthesis of several of these types of projects.

Table 3.
Types of project results

Research project	**Knowledge**
Experienced project / R & D	Objects, constructions, prototypes

Source: Authors of the project "Paideia"

In project-type education, it is proposed to focus on innovative full-cycle projects (see fig.3). In real innovative projects, research, engineering, entrepreneurship, and design will be the mandatory components.
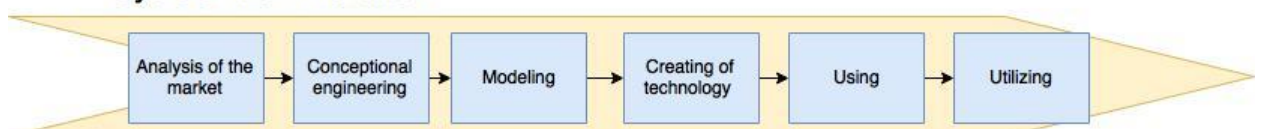
Fig. 3. The life cycle of the school and student project and the life cycle of innovation.
Source: Authors of the project "Paideia".

Requirements for student projects:

To realize the main goals, in Paideia we have formed a list of requirements for projects that will be implemented by students:

A). Focus on results. Without fail, a product result must be obtained at the end of the project, which solves the problem identified by the customer.

B). A clearly marked phase of the project - by the beginning of the semester, a plan should be prepared for the project work in the format of the Gantt chart, reflecting the fullest life cycle of the project in the CDIO methodology, listing all the steps and tasks that students will have to accomplish in the design process (see fig. 4).
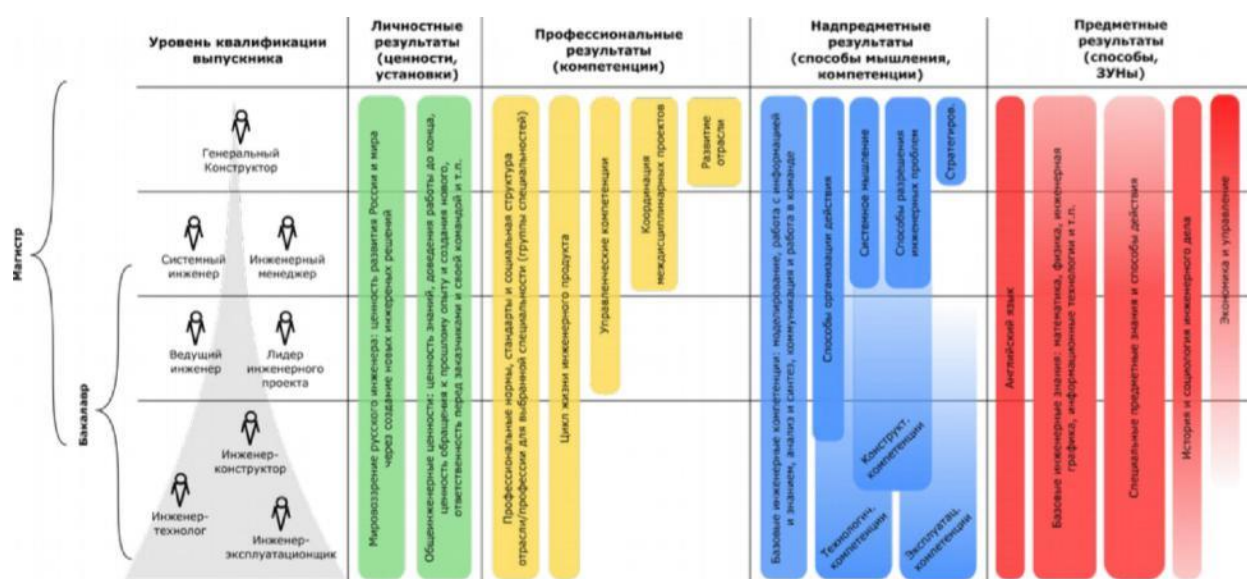
Fig. 4. The life cycle of the project in the CDIO methodology.
Source: Authors of the project "Paideia

C). The project has an external stakeholder - the customer of the product, who evaluates the result of the project, accepts it, rejects it, or sends it for revision. At the same time, he is constantly in contact with the team and on intermediate development protections he meets with students and gives them feedback (see pic. 5,6).

Fig. 5. The role of the customer in providing the platform with projects.
Source: Authors of the project "Paideia".

Idea | Task correctly formulated

- Task description from the company
- Problem detailed

Gantt diagram created
Deadline fixed

- Detailed description of results
(educational, productive, manageable)
- How to get the knowledge required
- Listing the resources required
(HR, Knowledge, Financial)

Design | Resources prepared

Technical documentation of the project
- Design Description and Counting
- Engineering documentation
- Code
etc

Implementation | The design is to implement

Creating

Technological card (How to)

Verification (Idea ponts checking)

Validation (Company checked)

Working in real life

Operate | The task solved

Verification (Was the problem solved?)

Feedback

Reflection

If wrong - new tasks formulated

Fig.6 Results provided to the customer at each stage of the project activity.
Source: Authors of the project "Paideia".

D). The project identifies educational results, which are monitored by both the project leader and the heads of educational programs, whose students take part in the project. If necessary, additional consultations and master classes should be planned depending on the specifics of the project.

E). Interdisciplinary teams of students work in projects. As a result, students gradually become acquainted with each other and with the specialties of their specialties, which allows them to better understand their area of responsibility (their role) in the life-cycle of the project and the relationship with other project participants. In the future, this can become the basis for the information of sustainable engineering and management teams.

F). Projects are integrated into the curriculum. The material that the student listens to at lectures and seminars is supplemented by the design work. This requirement is the key to motivating students to study different scientific fields of knowledge - as a method of solving project problems, as well as a way of verifying the educational result. The material learned at the lecture is supplemented with the competences obtained in the work on the project.

G). Project activities in the educational process (if necessary) should be fully provided with equipment, software and facilities for all types of work. The equipment can be located both in laboratories and with partners, but somehow students and students should have access to it. [SEP]

H). The project team regularly reconsiders the methods of work, fixes intermediate goals and group results, exchanges them in seminars, conferences, etc. [SEP]

J). In the project management work, engineers, teachers and representatives of the industry, in the first place, the customer of the project, should be involved). [SEP]

K). The results of the project are evaluated in a rating form. Students who score more than the threshold value receive a credit according to the discipline "Project activity", and the best ones are additionally encouraged by the customer of the project. [SEP]

3. EDUCATIONAL RESULTS

We divide the educational results by the way they are formed:

1. Subject (areas of scientific knowledge, disciplines): (knowledge) and means of work in the subject (engineering methods and tools).

2. Extra: a). Is formed not only within the framework of one special subject (field of scientific knowledge), but also b) it is used in several subjects, and very different tasks from different fields.

3. Professional: Understanding the social foundations of the profession and the competence of implementing the action in the current conditions of innovative engineering.

4. Personal: the value bases of the engineer's work: fidelity to professional values, leadership, patience, honesty, etc.

4. MOTIVATION OF SCHOOL CHILDREN TO LEARN AND PARTICIPATE IN PROJECTS

Participation in projects will help to direct them in the right direction. It is obvious that the modern schoolboy is becoming more mobile and open to gaining new knowledge. Thus, the participation of schoolchildren in the activities of our platform will help them to gain new knowledge on the design, creation and implementation of their projects, and will also provide an opportunity to share them with the general public.

4.1 Motivation of students to learn and participate in projects

Alumnus should be well-oriented in modern technological trends. They should be awarded about situation in the industry in Russia and abroad, about perspectives of outsourcing and assessing the prospects for development and the real application of new technologies in Russia and in the world.

Organization and implementation of the project work within the framework of the «Paideia» platform gives equal rights to schoolchildren and students to participate and develop competencies, regardless of the social status of their families and geographical location.

Staffing for the preparation and organization of project activities on the "Paideia" platform (Figure 7)
Fig.7 Organisation of project work on «Paideia» platform.

Source: authors of «Paideia»

Competency map

I. Project team - participants of the project: schoolchildren and student (it is possible to include adults as equal participants). In any project team, you can also highlight the role of leader, etc.

II. Mentors team:

a). Curator – an adult, a key participant in the project, who provides project team right direction that can lead project to the successful finish line. Curator is a mature professional that is competent in this activity and can coordinate the work of the team. *The curator is focused on bringing the project to completion.*

b). Tutor – an adult, this position is specific for project with allocated educational content. Tutor helps the participants to create project step by step. *The tutor is focused on educating of students and schoolchildren.*

III. Teacher - professional who transfers knowledge to students and schoolchildren in a specially designated space.

IV Assistant - specialist who is responsible for correct technical equipment and its safety.

V. Expert - professional who is not participating in the realisation of the project but could be involved at all stages of this activity to expertise and to help team to solve different problems.

VI. Stakeholders (Customer, User, Investor), definition of the requirements, verification of the results.

Table 4.

Participants' competency map of school/university project

Position	Competency groups		
in the project	**Technological Competencies**	**Project competencies**	**Pedagogical competencies**
Curator	Basic scientific and technical training (including professional training and experience), which allows to keep the innovative / scientific and technical project entirely. Experience in implementing projects. Understanding the structure of the professional community.	Organizational design Allocation of the problem. Work with requirements Statement of problems and their solution Organization of the work of the team, communication within the project Interaction with external positions,	Maintenance, organization and support of the project team without interference in their job.

	Basics of engineering / scientific activity: modeling, experiment setting, designing, etc. Possession or at least representation of typical professional equipment and specialized software (for example, electronics, 3D modeling, mathematical modeling and calculations, possibly microscopes, chemical engineering, etc.)	communication outside the project Product Lifecycle Management / Technology Understanding of the innovation ecosystem in Russia and the world - what future can the project have? Fundamentals of Entrepreneurship	

Tutor	Awareness of the subject of activity, understanding of how the professional sphere is organized	Interaction in the team, communication between project participants - both children and adults Assistance in self-determination: in relation to the project and to its own future	Working with the zone of proximal development Help in managing your own time, self-organization, etc. Help in professional navigation
Teacher	Knowledge of the transferred knowledge and skills	Not required	Skills of developing training and solving pedagogical tasks
Assistant	Knowledge of specific equipment and specialized software	Not required	Basic pedagogical skills
Expert	Deep understanding of the topic, unique experience, involvement in the professional community.	Real experience in implementing complex projects, which he can share.	Ability to work in «yes-strategy»

Source: authors of «Paideia».
Requirements for the moderator of the project activity on the platform "Paideia"
Teamwork supervisory, organisational issues are competencies of the curator of the project activity - a university lecturer who has experience or works part-time, being also an expert of selected industry. He should have both competencies in the project area and experience in project management.

Norms of project activity

We want to introduce few norms of projects:

1. Deep integration with customer of educational platform. In this case itis easier to choose a suitable project.

2. Project activity includes educational programs and plans of student and schoolchildren. Variable parts should be included in the curricula to organize and support projects. The curriculum should provide a variable part that includes topics for projects requiring the development of the competencies of future specialists. If several different projects are available for the educational program, the student chooses the

appropriate   course   together   with   the   curator   of   the   project.
3. Project's difficulty. The level of difficulty of projects is determined by combining the requirements for the level of knowledge at the relevant stage of training and a reasonable level of practical tasks that require solutions for enterprises, organisations and corporations of the real sector of the economy.
4. Accounting for existing market demands at the designing stage of the educational program. The head of the educational program who is well-educated in real sectors of the economy projects the educational program in such way that reflects the current state of the economy.
5. Projects initiated by students. Initiative students are usually the best ones.

Interaction with partners

The inclusion of partners in the academic life requires close interaction in many spheres:

1. Spotlighting of entrants attention to educational programs (for example, engineer classes, olympiads, excursions etc).
2. Expertising of educational planes: correction of alumni's image (including portfolio of done project), formation of educational system' logic.
3. Preparation and management of student projects: theme choice, lectures and seminars with students, if necessary - the provision of equipment, expertise of project's results.
4. Involving of the most active and open-minded students to practises and internships.
5. Themes proposal and conduction of the theses.

Motivation of the project's customers

Highlighting suitable project topics:
1. Solution of new tasks for the company at the stage of the development of a new technology/support for recently entered the market companies/solution to a fundamentally new management task.
2. Comparison of various variants of the decision of a technological problem.
3. Huge economy: The opportunity to prepare students in the project, and after graduation, to invite them to work for final implementation of the same innovation.
4. Production of a engineering prototype solution for the cost of consumables on the base of the university by students and employees.
5. Technological partnership with the university or single laboratories in spheres which are profile-oriented for these universities/laboratories. This partnership can help factories and universities to complete projects faster and more qualitatively.
6. Retraining of young employees of the company in the process of creating the project with a wide range of new competencies: project management, development of conceptual projects, project thinking, comprehensive view of the problem.

The implementation of this project in the state depends on social responsibility of corporations and enterprises, their involvement in the educational process. «Paideia» should become a basic national electronic platform for the development of project competencies and innovative thinking of young people.

Prospects of the realisation of «Paideia»

Prospects of the realisation of «Paideia» as a global platform are briefly described in the table 5

Table 5.
Stages of project implementation

	Modules of realisation of «Paideia»	Activities	1st month	2nd month	3rd month	4st month	5th month	6th month	7th month	8th month	9th month	10th month	11th month	12th month	...
								2017 – 2018 – 2019 - ...						
1	Analytics	Crowdsourcing audit of al open-source Projects													
2	Meetings and interviews of schoolchildren and students	Identification of project preferences													
3	Meetings and interviews of teachers/ mentors/ other representatives of the educational system	Analysis of preferred educational content formats for scientists													
	Meetings and	Analysis of preferred educational content													

#	Phase	Task
4	**interviews of businessmen**	formats for company employees
5		Development of a questionnaire and a survey scenario
6		Conducting online surveys and forming offline focus-groups
7		Data processing
8		Analysis of results
9	**Formation of the project database and their publication on the platform**	Works on the creation of the project Database Analysis of project if they are compliant with the requirements Publication of project on the platform
10	**Creation of a interaction model for all participants**	Development of detailed instructions and principles of interactions of all stakeholders
11	**Building of the technical platform**	Technical audit
	Valuation of	Development of performance evaluation criteria.

| 12 | the «Paideia'» performance | Assessment of the performance of the platform for 12 month | | | | | | | | | | | | ▮ | ▮ | ▮ | |
| 13 | Technical support of the platform | Support: administrating and moderating | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ | ▮ |

Source: authors of «Paideia»

CONCLUSION

The authors of the project proposed a practical tool for creating a seamless educational system, a long one on the basis of developing a mechanism for interaction between schools, universities, governmental structures, the business community and other stakeholders, giving each school and/or university student equal rights to receive relevant and higher education, regardless of their place of residence, study, social status and financial situation, with the aim of developing competences for participation, associated with the solution of real industrial and economic problems of society, along with the development of innovative thinking that promotes sustainable development.

The project proposed the creation of a national electronic platform for the development of project competencies and innovative thinking of the youth "Paideia", the mechanism of interaction between schools, universities, public authorities, the business community to implement group work with the distribution of functions and responsibilities, the empowerment and plan for further action. The ways of implementing the proposed project and its future prospects are determined.

Our project meets the following criteria:
1. Viability (stability).
2. Orientation for the future.
3. The ability to transform.
4. Innovation.

Our platform is advantages for all parties:

A). The development of both talent and practice-specific skills are, starting from the school level. This means that the business will be able to cut costs for retraining specialists, for internal educational programs.
B). "Paideia" is the most convenient platform for searching for projects of commercial interest. Such projects can be quickly implemented in the industrial / managerial / financial processes of the business, making it better.
C). People who have passed the training project are team players, really able to work together. They will be easily adapted for infusion into new collectives.
D). "Paideia" strengthens in people such important character traits as communicability, focuses on results, develops innovative thinking. It is this kind of thinking of the 21st century, which can transform the world and society for the better.
E). Our educational platform is ready for transformation and can provide education even in remote areas of civilization. This means that even in a rural village, where there is at least one computer, lecture materials and various assignments can be obtained in full amount.
F). "Paideia" is the most promising site not only for searching business ideas, but also for doing research on new scientific knowledge. The innovative thinking of thousands of students and schoolchildren is a real

engine of progress and science in general. To help the most promising projects, additional scientific research is carried out, which can consolidate outstanding ideas.

G). Paideia actively supports the idea of integrating science and business, which means that science will attract even more attention. Millions of people will understand that science is not something abstract and far from everyday life, but that in contrary, it is an engine that pushes society forward every day.

The "Paideia" project should become one of the main national ideas in the sphere of the development of education, and, therefore, the state authorities should assume certain functions (see Figure 8).

Systems of project education have repeatedly jumped in the information space or even been introduced into various educational organizations, but they didn't have:

1) Tight integration with the Internet - our platform is built on the principles of close relationship online and offline training.

2) Viability of the project after its implementation - our platform ensures that a good project will not be lost anywhere due to its commercialization or scientific research.

3) Possibilities of people search - our platform gives such an opportunity both offline and online, by searching for like-minded people using special parameters.

4) Uniform testing systems skills - our platform provides exam materials compiled by experts in these fields. Check your skills and see their growth over time (thanks to the information stored on the site) will become easier more than ever.

5) Focus on innovation - "Paideia" is a project aimed at ensuring that school children, university students, graduates are engaged in the development of innovative projects. The very idea of teaching, the long life that we promote, is aimed at innovation, since it is impossible to produce innovations without being constantly aware of new trends.

Our project will solve the most acute problems of modern education, guaranteeing the creation of a link between the links of education, help businesses find new ideas for development, will allow science to find a fresh look in many innovative spheres.

Our main goal of creating a seamless, life long educational system is not unattainable, on the contrary, it presents a fully realizable task. We will be able to implement the technologies presented above in the shortest time and begin to scale the project, to increase international cooperation and cooperation.

"Paideia" will stimulate productive changes in the practice of education, in particular, increasing the practical orientation of education, increasing the accessibility of education in hard-to-reach regions. The project can be implemented around the world, both in economically developed countries and in developing countries, integrated into the education systems of these countries. Paideia can be transformed into one or another educational system, taking into account specific features, resource conditions and opportunities. Competence is expensive, but incompetence is even more expensive. This slogan accompanies education for many years. Our task is to make acquiring competences more accessible than ever. And all of this we will be able to realize with your help.

POSITIVE YOUTH DEVELOPMENT:
AN INSTRUMENT FOR THE PROMOTION OF HUMAN RIGHTS EDUCATION IN AFRICA

BORSO TALL

Legal, Political, Economic, Social, Psychological, Educational, Artistic and Engineering Aspects
80 leaders of tomorrow at the congress in Skopje
, Social Worker – Adjunct lecturer at Cheikh A. Diop University, Dakar, Senegal – Human Rights Educator
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ABSTRACT

The purpose of this article is to contribute to the global understanding of Positive Youth Development framework (PYD) by offering a mapping of current initiatives and youth dynamics across sub-Saharan Africa. It appears from this research that multi-layered sources of challenges limit a sustainable construction of strategies and actions to empower Africa's youth through development programs. In this respect and particularly in reference to the 2030 Sustainable Development Goals vis-à-vis quality education for all (SDG-4), Africa is still lagging behind.

First, this paper is an opportune moment to take a critical look at ways through which PYD is developed in the American context where it sprang from in the 1900s.Based on practical examples, a particular attention paid to programs which support immigrant communities have enabled us to measure how significant growing up is in the context of multiculturalism. This then brings us to review the application of PYD in an African context already marked by challenges to establish an effective and lasting educational system for the benefit of all youth. Numerous studies show that poverty, the inability to access quality education, the ignorance of basic human rights and a shift towards precarious employmentexposethe youth to social, economic and political exclusion. Finally, our interest in this model leads us to assess the Young Advocates for Human Rights (YAHR) network in its progress toward implementing PYD in Senegal, a country of fifteen point nine million people, predominantly Muslim and where the median age is eighteen. The network's acronym, YAHR, means "education" in Wolof, language spoken across West Africa. Its mission is to build bridges between young people 'aged six to thirty-five' and develop in them a strong culture of human rights through civic engagement. As a result, experiences since 2012 show that the more the youth knows about human rights, the more they are eager to stay in school and manifest their civic engagement through community service and advocacy. In an attempt to achieve sustainable growth, this paper puts the emphasis on the role of political leadership in breaking the patterns that hinder youth development inside Africa.

1. INTRODUCTION

This article aims to contribute to the research and application of PYD in developing countries such as Senegal, a West African nation of fifteen point nine million people in 2017 (UNFPA, 2017), predominantly Muslim and where the median age is estimated to increase from eighteen in 2013 to twenty in 2035 (ANSD, 2018). For instance, in spite of decades-long attempts to find lasting solutions to the various issues affecting both students and teachers' unions (Sharp, 1994; PanaPress, 2003; APA, 2018), strikes and instability continue to tarnish its educational system.

Since the 1989 Jomtien declaration on Education For All (EFA), followed later by the 2000 World Education Forum held in Dakar, not all youth, including those with disabilities and those belonging to ethnic minorities, have the same access to quality education. To illustrate this, a UNICEF report covering 2008-2012 highlighted the sharp difference in pupil's attendance scores between primary and secondary levels. The report indicates that the net attendance ratio was thirty-two-point three percent for girls and thirty-four point nine percent for boys, as opposed to sixty-three point four percent and fifty-nine point six in primary level (UNICEF, 2013). Such dropout rates are particularly alarming inland as parity indices provided by the Education Policy Data Center further show that 'the out of school rate in rural areas is two point four

times higher than that in urban areas' (EPDC, 2018). In spite of this, the International Futures forecasting system (IF) estimates that the growth rate of literacy among youth fifteen and older will average seventy-seven point fourteen percent by 2030 and youth enrolment in schools from the root up is expected to improve (IF, 2018). That said, projections of increasing changes in demographics constitute a major block to Africa's future, particularly in contexts of conflict (UNICEF, 2014).

As these school dropouts are more likely to increase the number of unemployed youth (Sarr, 2007), reports of the International Labor Organization show that the pressures of market competition make it harder for those without any vocational qualification (ILO, 2012, 2017; Losch, 2017). During interviews I conducted with women's groups as part of my undergraduate studies in social work between 2009 and 2012 in Dakar, many expressed the loss of freedom to aim for better living and working conditions as domestic workers, admitting the correlation between early-school dropout and their socioeconomic status. The rate at which the internal migration has been going explains the massive presence of women and girls looking for jobs as domestic workers. While walking the streets of Dakar, one cannot fail to see these young women who, instead of attending school, are looking for employment. As a result, observing them settle into a pattern is a major reason that makes us reflect on their situation and aim to see ways through which we can use our theoretical and practical knowledge in social work and human rights to contribute effectively to the improvement of their living conditions.

In light of this observation and the concern to provide quality education for Africa's youth to meet the SDG by 2030, this paper focuses on three main points. The first part explores PYD in America to fully understand its scope within the diaspora community. This combines a systematic research method to highlight relevant theories about human and social development and to evaluate PYD when applied with girls at risk of Female Genital Mutilation (FGM), also known as vacation cutting(Pyati & De Palma, 2013; Topping, 2014; Clay, 2017).Second, since various studies show that barriers to innovation in education have long been a challenge common to most African countries (Havelock & Huberman, 1977; UNESCO, 1995; 2014, 2015), a deeper and critical look into Senegal society, with the cases of domestic workers and child beggars, enables us to put forward the core limits and propose avenues for sustainable change. Third, the YAHR network offers to pose as a basic template to mobilize the youth to take an active interest in the civic, cultural, social and political progress of Senegal, all based on Human Rights Education(Ndiaye, 2017; Aidara, 2017).

2. POSITIVE YOUTH DEVELOPMENT: EXPLORING THENORTH AMERICAN EXPERIENCE

2.1 Positive Youth Development: a possible response to rising inequalities

PYD is a model that aims 'to more effectively attend to young people's healthy development throughout the first two decades of life.' (Nakkula, et al., 2010). To achieve this, synergic actions using blogs and research journals are carried out to encourage the sharing of knowledge and best practices (JYD, 2018; Pittman, 2017; Futch Ehrlich, et al., 2017). That said, the most immediate and lasting impact is visible in the lives of the youth themselves (Peterson, 2016; NHSA, 2018). Although 'some population groups are more likely than others to volunteer (Boraas, 2003), the Corporation for National and Community Service indicates in various studies that unpaid volunteering remains a core value in America. A 2016 survey revealed that twenty-one point nine percent of young people aged between sixteen and thirty-two offer frequent community service hours. Furthermore, between 2002 and 2015, teenagers helped generate a total of eight point one billion dollars of service for an average of thirty-five median hours. 'Nearly one-quarter of volunteers helped prevent hunger by collecting, preparing, and distributing food, and one in four participated in fundraising activities' (CNCS, 2015, 2016). Other statistics also show that in the area of educational or youth services, parents are more likely to involve their own children aged under eighteen years old during their volunteer hours. Finally, those with college degrees are more like to volunteer than those who do not have a bachelor degree or higher(USDP, 2015).

Practitioners claim that implementing PYD means going beyond the diagnosis of youth problems to put the emphasis on the potential in them to become better actors in their communities(Levy, et al., 2017). In this process, Nakkula et al. argue that when they navigate through this experiment based on their respective realities and priorities, results show that the framework either 'contributes to the growth or explains the

decline of the model in the tested communities. Other critical reviews indicate that failures relate to a lack of coordination between practitioners inthe way the model is applied from one community to another(Shek, et al., 2011; Ballinger, 2015; Arnold & Silliman, 2017).

2.2 Striking a balance between needs and rights: a theoretical background

Precursors John Dewey and Abraham Maslow may not hold the same philosophies (Ernst , 1974) but in the present context of socioeconomic development of the youth across America (HHS, 2014; Maroto & Aylsworth, 2017), one can argue that both had predicted consequences and outcomes of social and class division to some extent. Maslow's theory of motivation and needs can be structured in successive stages of physiological, psychological, social and economic development, with an ultimate need to achieve 'full personal potential, promise and capabilities'(Smith, 2015). Maslow also explains that there is a mandatory process for each individual to climb the ladder to self-actualization, making it unlikely for one to move on to the next level as long as the first one has not been fulfilled. In other words, one needs to satisfy the organic requirements in order to achieve self-esteem and social needs. In modern-day societies however, aside from adjustments considered by critics(Rowan, 1998), the higher needs often manifest themselves even though the lower needs are not met (Abulof, 2017). Inequalities and social stratification are what drive the less fortunate to seek better living conditions by any means (Fajnzylber, et al., 2002; Szalavitz, 2017). For example, this has long been perceived to be the case in many sectors of interaction among young people (Greenberg & Schneider, 1994). The expression of these needs in the youth generates motivations and reasons to act in violence (CDC, 2016) and against the country's only-system-of-its-kind in the world (Juvenile Law Center, 2018; Scott, 2018). As a result of this, their behavior is repressed, further creating a gap between the youth, law enforcement and the community overall (Morin, et al., 2017). Acts contrary to the respect of social norms and the violation of the youth's basic human rights are what have led to the existence of grassroot organizations which support the youth and challenge the inequalities they experience (NISE Network, 2015; ALSC, 2018; The American Legion, 2018). Furthermore, with Human Rights Education (HRE) programs, the aim is at best to educate them and endeavor to reduce social gaps(ASPE, 1998; HRE-USA, 2018). Earlier in the 20th century, John Dewey (1916) drew attention on the risk of a deeper gap between the knowledge transmitted by the educational system in America and the realities of society in constant evolution. For Dewey, the role of the educational system is to develop and maintain in the youth the desire to progress and to provide possibilities to achieve this progression; that is to say the system provides the tools and gives them the means to realize their ambitions.

2.3 Youth development in multi-ethnic and multicultural settings: the case of FGM in the USA

In reference to Stuart Hall's distinction between a liberal, a pluralist and critical multiculturalism(Song, 2017; Hunter, 2018), the USA is an example with its diverse population (Arai, 2015). While the overlapping of cultures is perceived as an asset to maintain diversity and economic development, such is not always the case as it may also increase inequalities and tensions between people. Furthermore, critiques provide evidences of disparities(Maciel, 2014), especially with race as a divide(Alexander, 2009) and ethnicity as a threat to national interests(Awad, 2011).
The following example highlights how immigration has affected the *American way of life*, particularly when it comes to the present generation (Jahromi , 2011).Across the Global North, this is evidenced when people carry with them the traditions and customs of their countries of origin as it is the case with FGM,'a custom with cultural and religious significance thousands of years old' (Maher, 1996).In relation to a 2017 trial opposing the state of Michigan and a medical doctor who had performed FGM (Farivar , 2017), anthropologist Dr. Fuambai Ahmadu spoke against the doctor's arrest. To her, female circumcision is a traditional practice 'exaggerated by the Western countries' (Fox, 2017). Immigrants are afraid to lose their own identity. However, Ahmadu's argument as based on customs (Belluck, P. & Cochranfeb, 2016) does not justify the continuation of this practice the World Health Organization considers a health hazard to millions of women and girls across the globe (WHO, 2018).Among other factors and from a human rights perspective, FGM compromises solutions to secure the rights attached to physical integrity (Brown, 2006). The reason of raising this question is that the children of immigrants are among those who could benefit from the youth development programs (Berry, et al., 2006; Schmidt, et al., 2006; Dukureh, 2014; AHA Foundation, 2015; BRYCS, 20017; Mckay, 2017; Frosso-Motti & Coll, 2018).Such attitudes refer to Hofstede's theory of cultural dimensions in which he indicates that there is no absolute truth when it comes

to social norms(Hosftede, 2011).The same year of the above-mentioned trial which made national news across the USA, reports indicated that five hundred thousand American girls are at risk (Garsd, 2017; Rodriguez, 2017). In spite of resistances, thisparticular case has helped advocates raise questions related to historical evidence (Bergstrom, 2016), other existing cases (Kruppa, 2017; Curry, 2018), initiatives to raise awareness and empower young women, all improvinglegal response to protect these girls(USAID, 2016; US Depart. of State, 2018).Citing Durkheim's views on society, Althusser(2008)argues that cultural relativism is different from ethnocentrism and that every society has a reality of its own. To him, an individual's ways of being thinking and feeling were merely the reflection of group expectations, laws and customs.

3. LIMITATIONS OF POSITIVE YOUTH DEVELOPMENT IN AFRICA:CASE STUDY OF SENEGAL

The African Union describes youth empowerment as a method to support the youth in their ability to 'access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace democracy and positive value system'. In reality, there are countless youth organizations but they mostly focus on denouncing issues instead of striving to look for innovative ways that the youth themselves can incorporate(AU, 2018). A lack of the basic services prevent the youth from discovering and devloping their full potential.

Currently in Sub Saharan Africa, thirty-four million children are excluded from the school system. It is critical to address mainstream issues as for one hundred boys in primary school, there are one hundred and twenty-three girls who are 'denied the right to education'(UNESCO, 2018). In the transition between primary and high school, attendance rates are declining in spite of efforts to develop educational systems and maintain girls in school. Citing the African Union, the United Nation reports that progress about enrolment rates do not reflect the real facts. Rather, it 'masks huge disparities and system dysfunctionalities and inefficiencies' (Zipporah, 2018). From a sociological perspective, Bourdieu explains that school education reinforces a culture of social class, which favors the privileged children over the less unfortunate (Andersen & Hansen, 2012; Medvetz & Sallaz, 2018).

The aim in highlighting the *African Youth decade 2009-2018*(AU, 2011)is to bring the readers to have a more objective look at the social and economic situation of young people in Africa, through the effects of school abandonment. Below is an evaluation of human rights violations experienced by the youth in Senegal, because of poor parenting, as well as dysfunctional systems linked to formal and informal education. Numerous attendances to seminars on children's rights, interviews with youth and women's groups, a rigorous literature review, all enable me to address the issues that limit sustainable PYD implementation.

3.2 Sociocultural resistances:

Senegalese psychologist Serigne Mor Mbaye stresses that transposing the Western model of social protection over the realities attached to traditions further puts the youth at risk. When I interviewed him with regards to young female domestic workers in Dakar, Pr. Mbaye indicated that the age fixed by the Convention on the Rights of the Child (CRC) does not reflect the realities of traditional communities. These remarks are also in line with the work of the ethnologist Margaret Mead (1948) about adolescence. Margaret Mead discussed adolescence apart from the biological aspect, arguing that this phase takes place more or less quickly depending on the sociocultural environments. For instance, in the primitive societies found on the island of Samoa in the Pacific, teenagers can go from one phase to another simply by being introduced to certain traditional rites. This recalls the practice of FGM. For many African tribes, as in the example with Kenya, circumcision is perceived as important for both boys and girls. In the Kikuyu tribe, male and female circumcision allowed a full recognition of the circumcised, beyond the family circle. Uncircumcised, the male remains a boy for life and the female is considered unable to fecundate. Both would be striped of the privilege of marriage and childbearing. It is after the procedure that sexes are differentiated, as the female side of the boy (foreskin) and the maleness of the girl (clitoris) are removed (Caldwell, et al., 2000). Since UNICEF and UNFPA indicate that three point nine million girls and women were circumcised in 2015 and

that by 2030, a total of sixty-eight million others are likely to be cut worldwide (UNICEF, 2018), this undermines the testimony of survivors as well as the global campaign against the practice (Lytton, 2015; UN, 2018). The resistances to abandon the practice of FGM also recall the problem of 'western import and imposition' argued particularly about societies where masculinities and femininities are further influenced by colonial and post-colonial regimes of power and domination (Weeks, 2010).

Another issue with the youth is the difficulty to end street begging for young *talibes*or 'children attending hundreds of residential Quranic schools, or *daaras*, in Senegal' (Wells, 2010; Seibert, 2017; Schläfereit , 2015; Bhabha , et al., 2016). From 2007 to 2012, I had the chance to exchange with these children and work with them in the framework of various collaboration with the youth centers in charge of hosting and returning them to their families. This experience provided me with relevant information about their mode of operation, their relations with the families, the communities, partnerships such as with the judiciary, the International Organization for Migration (IOM) and similar organizations in the West African region. Local organizations have many agents committed to the cause of children, but who have not been formally trained to be more productive with an acknowledged qualification. The competences noted in some agents do not seem to be enough to manage young people, their families, and the other partners they come across with. The case of the street children constitutes one example of what the consequences are when a child is not guaranteed access to quality education.

Conflicting perceptions based on traditional considerations often challenged grassroots organizations. In his diagnosis, Dieng (2009) stressed on the urgency of decision-makers to put the child's interest above all others. For him, there could be no social development without a policy of social protection of the youth in Senegal. He argues that if children are the foundation of modern societies, their protection is the pledge of a logical approach to real progress. By portraying the system of social protection in Senegal a decade earlier, Dieng's analysis proves today the shortcomings noted in the care of children. I would agree with him that the urgency to implement new strategies is a priority as well as the duty to challenge policy-makers. If there is no change in the child protection sector, Senegal is in danger of continuing with the decline of its educational system and therefore of the future of its children.

3.3 Economic disparities, inadequate education and training systems

Poverty forces families to develop survival mechanisms and to push their children out of the school system, especially the girls. Domestic workers interviewed told me that the priority at the end of every month is to send money to their families back in the village. With this in view, one could argue that receiving monthly allowances from their children's labor is also a priority for these families. Furthermore, their working status is not perceived by relatives as a worst form of labor. Rather and based on cultural perspectives, these young women are accustomed to housework since their early age (Bourdillon, 2012). It is just that when they become house-workers in the city, they are further exposed to extreme poverty.The impact of a failing system in families and children explains the relevance and limitations of the programs in place to support the youth to become productive citizens. In light of the following diagnosis, the educational system still limits the youth, despite the willingness of the Governments and its partners to achieve the Millennium Development Goals in 2030.

3.4 Lack of Research:

The American model of PYD which includes online participation of practitioners through research and evaluation is the missing piece that enables organizations in Africa to keep track of their own endeavors with the youth. PYD in America greatly developed thanks to the sharing of experiences through research. On the contrary in Senegal for example, some achievements(GEM Report, 2014), due to lack of follow-up, end up deteriorating over the years, reducing the chance for practitioners to follow through the development of youth programs. In spite the efforts of State authorities and civil society organizations who report on the situation of young people, this is the case for all development programs (Rondinelli, 1976). This results in the lack of consistency in the development and monitoring of youth development projects. In the educational system, this also makes it difficult to prevent early school dropouts and maintain both boys and girls in school (Montoya & Mundy, 2018). Efforts could be focused on research about the best ways to monitor PYD programs on online platforms dedicated for this model, all across Africa.

4. HOW AFRICAN YOUTH MEET THE CHALLENGES RELATED TO THE PROMOTION AND PROTECTION OF HUMAN RIGHTS:
THE EXAMPLE OF THE YOUNG ADVOCATES FOR HUMAN RIGHTS NETWORK IN SENEGAL (YAHR)

In 2012, I founded a youth club called 'Young advocates for Human rights. Its acronym, YAHR, pronounced in my native tongue, Wolof, means 'Education'. Young advocates learn about human rights through international instruments such as the United Nations Convention on the Rights of the Child (CRC) and the Maputo Protocol. In return, they share their knowledge and experiences with their peers in the outskirts of Dakar and inland, where reports evidence less access to quality education.

The aim at three main levels of commitment is to build bridges between young people aged six and thirty-five and develop in them a strong sense of human rights awareness and civic engagement. First through training and according to age groups, workshops are organized. Participants are given a secure space to learn about human rights core principles. The aim is to trigger in them curiosity and a motivation to put into practice their acquired knowledge. Second, civic engagement programs progressively enable them to join various sub committees and benefit from leadership experiences. For instance, serving through Human Rights Education is a program that combines community service and the association of focus groups to discuss human rights based on the youth's priorities. Participants use their knowledge to engage in collective work in selected neighborhoods and schools. This community service is rewarded with certificates which in turn, help them develop their resumes and get ready for a professional life. Third, a program developed to empower young women also aims to help them increase their level of engagement and participation in their respective communities.

Collectively and individually, the youth leans on what they have acquired in the network to lead empowering talks with their peers during a period of six to eight months every year. As a core assessment, they plan, organize and evaluate a two-day program of various human rights related activities in a chosen community. Moreover, those who are trained to speak about the network in return train their peers to better advocating skills. This ultimately helps expand the network and facilitates the promotion of Human Rights Education. Crowd funding are frequently organized to help share knowledge, practices and experiences with the youth in extended regions where there also is less access to quality education.

When tested in various public and private schools and through community service, experiences show that at all levels of education, the more young people know about human rights, the most chances they have to remain in school, and the more eager they feel to serve their community and country.

All the experiments proposed using the YAHR network prove that PYD is a model that contributes to the development of young people as they prepare to be committed citizens. In applying PYD, the first step is to put the emphasis on the fact that Africa's population is composed of young, ambitious and talented people. They just need opportunities to grow. Though it is important to highlight the existence of a legal frameworks such as the African Youth Decade Alliance (AYDA), which aim is to empower the youth and ensure their full participation in the different areas that affect them (Ogden, 2013), it is imperative to organize grassroots organizations to work in synergy. Insufficient coordination between actors weaken ongoing efforts across the continent.

CONCLUSION

This research interest about further implementing PYD via the YAHR network is important in a sense that it is expected to contribute to improvement of the school system in the country and the efforts to meet the SDG in 2030. On the basis of the studies explored which facilitated the investigation of the deep social and economic inequalities observed among the youth, particularly with domestic workers and child beggars, this is designed to contribute in the support of advocates for a policy change in the near future.

A strategic focus on the support of existing legal frameworks make it safe for practitioners and researchers to use the African context to effectively construct PYD for a sustainable future of the youth. That said,

although demographic perspectives still hinder the implementation of population policies, this model aims to raise chances of youth to enjoy the full benefits of their basic rights.

In spite of the criticisms about the western world imposing on Africa certain approaches, this research has also helped further look into the concepts of multiculturalism and multi-ethnicity to better understand the resistances attached to the implementation of PYD in Senegal. This project could be challenging but in the YAHR network, we believe this challenge could be overcome as youth are supported in their endeavours to express responsible opinions.

At the operational level, the interviewees suggest that education starts in the family settings and that parents have an important role to play in the process of helping young people prepare and acquire the necessary skills and competencies that enable them to be informed about their basic human rights. Grassroots organizations also enable the youth to gain somewhat useful knowledge about HRE, although studies show that it is not sufficient. Such major steps in development should be encouraged to provide secure settings for the expansion of PYD. The issue of preparing young people to adulthood is very important and needs synergic actions between families, communities, local, regional and international decision-makers. Everyone's interest is jeopardized if no changes are applied to empower the youth and practitioners of the model in the process. The world continues to evolve and the solution is to be prepared for change.

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ABSTRACT

The presentation aims at inspiring the creativity of teachers and teachers-to-be. Through practical examples I will show how to reduce the usage of paper while digitalizing, personalizing and adapting material for students' needs, making it more approachable. Knowing that most educational institutions in the Balkans still fall behind when it comes to cutting-edge technology, this is an example of how to spice up lessons and make them more approachable for students as digital natives. Technology-based classes give them an invaluable opportunity to develop their language skills, especially listening, and act as thought-provoking exercises which trigger their critical thinking, encouraging them to speak up, either individually or within a group. Language teaching aided by ICT helps the teacher become a moderator - it abandons the traditional role of a teacher in the front of the class and significantly decreases teachers' talking time, while at the same time increasing students' productivity, thus promoting student-centered learning and interaction. With an opportunity to look from aside, the teacher can follow the development of students who are exposed to real-life circumstances by watching authentic material (e.g. news) and can see how language is used to talk about current trends, which adds to the value of language learning. Finally, we will provide examples of resources for teaching grammar and vocabulary in a contemporary way by using video clips, grammar discos and, overall, by integrating pop culture into contemporary English lectures, which were used in class. This will all contribute to explanation how technology triggers group work, interaction and student-centered learning, as well as what the significance of being a 'spider-teacher' is.

Keywords: ICT, authentic material, adaptation, interaction, student-centered learning, contemporary English

1. TEACHERS AND STUDENTS COME IN ALL SHAPES AND SIZES

Imagine an old, dilapidated house at the outskirts of a city, surrounded by similar buildings – some similar, others state-of-the-art. To enter the house, one must unlock the padlock, while the rusty door open with a sound similar to a bat's squeak. The smell of old and mould sweeps you away. Dusty concrete. In that house, in that room, there are ten chairs in a circle. A blue wooden footstool, a green armchair with three golden buttons woven on the back, an orange deckchair with black stripes, a white varnished bar stool, a brown wing chair, a ball chair, an egg chair, a leather game chair, a butterfly chair and a red Aeron chair. No two chairs with all the features perfectly matching can be found there. Metaphorically speaking, each of these chairs has a story and origin to tell. Or, seen from another perspective, each of these chairs has a primary role.

But, let us go back to the photo. Stool is often regarded as unstable, deckchairs associate on sunbathing and drinking a lemonade in a relaxed fashion, whereas studying or office work is usually done while sitting in a leather game chair. The question that remains is about the manner in which we will be treating all these chairs – whether we will discard the stool because of its instability, or scaffold it, or fix it so that it gains autonomy. If we decide to treat it by scaffolding, the choice how to do it is ours. We can help it by putting a piece of paper underneath, or leaning it on another chair. From the aspect of teaching methodology, each of these chairs is a type of a learner who uses different methods (learning styles) to absorb information and process it in their way (Brown, 2000) and whom the teacher should cater for.

Research recognizes seven learning styles – visual, auditory, verbal, kinaesthetic, logical, interpersonal and intrapersonal. Visual learners work best with images and easily remember when concepts are presented through pictures, while auditory oriented students prefer hearing to seeing. Verbal style enforces speaking while kinaesthetic requires learning by doing and moving, and those who learn inductively, by making analogies are said to use logical style. Finally, we distinguish between inter- and intrapersonal learning styles, depending on whether students feel comfortable working with others or on their own, respectively.

Now let us remind of a scene from *Dead Poets' Society* in which famous Robin Williams, playing the role of John Keating, an English literature teacher, orders, to utter amazement of students at a renowned high school for boys, to rip out the Preface of *Understanding Poetry* by J. Evans Pritchard.

> *"In my class, you will learn to think for yourselves again. You'll learn to savour words and language. No matter what anybody tells you, words and ideas can change the world."*

The other side of the coin would be Alan Rickman's embodiment of professor Snape expressed throughout *Harry Potter* serial. One of prominent examples of his authoritative teaching style is found in *Harry Potter and the Prisoner of Azkaban* where young wizards should face werewolves for the first time. Snape gives instructions coldly, formally and even in a frightening manner, to "turn to page 394" (Rowling 1999, p. 171). What is more, when he poses a question, absolutely ignoring a diligent student, even punishing her attempt to be actively involved in the lecture - *"That is the second time you have spoken out of turn, Miss Granger, five more points from Gryffindor for being an insufferable know-it-all"* (Rowling 1999, p. 172) and is subsequently criticized for his nonpedagogical 346ehavior, he replies *"And if I ever hear you criticize the way I teach a class again, you will be very sorry indeed."* (Rowling 1999, p. 172). The author further describes the classroom atmosphere: *"No one made a sound throughout the rest of the lesson. They sat and made notes on werewolves from the textbook, while Snape prowled up and down the rows of desks, examining the work they had been doing with Professor Lupin"* (Rowling 1999, p. 172).

It is obvious that the first instance is a reflection of a contemporary teacher in the role of a facilitator (ref) in an underdeveloped educational system which does not recognize teenagers as young people capable of interpreting reality or poetry independently, but believes they need help of literary theoreticians to "measure poetry".

2. WHO DOES OUR EDUCATIONAL SYSTEM NEED – SNAPE OR KEATING?

One of modern ways to evaluate a teacher's efficiency and productivity, applied worldwide, is by questionnaires. The questionnaires are anonymous and students fill them in online by giving teachers, lecturers and teaching assistants marks from one to five in each area: communication with students, the quality of material, usefulness of lessons and how interesting lessons are (www.oceniprofesora.com). Alternatively, institutions individually organize evaluation of their teaching staff, so that every teacher is aware of his/her strengths and weaknesses and which area they should improve. This can be eye-opening, as noticed by professor Eric Mazur from the Department of Physics at Harvard University, who described his evolution from lecturing to engaging students:

"The infuriating result was that on my end-of-semester evaluations --- which were quite good otherwise---a number of students complained that I was "lecturing straight from (his) lecture notes." What was I supposed to do? Develop a set of lecture notes different from the ones I handed out? I decided to ignore the students' complaints. A few years later, I discovered that the students were right. My lecturing was ineffective, despite the high evaluations. Early on in the physics curriculum---in week 2 of a typical introductory physics course---the Laws of Newton are presented. […] One day, when the course had progressed to more complicated material, I decided to test my students' understanding of this concept not by doing traditional problems, but by asking them a set of basic conceptual questions. One of the questions, for example, requires students to compare the forces that a heavy truck and a light car exert on one another when they collide. I expected that students would have no trouble tackling such questions, but much to my surprise, hardly a minute after the test began, one student asked, "How should I answer these questions? According to what you taught me or according to the way I usually think about these things?" To my dismay, students had great difficulty with the conceptual questions. That was when it began to dawn on me that something was amiss." (Mazur, 2009: 50).

Further in the article professor paints a clearer picture of the reason why the time inside and outside the classroom has split into two realities. One is what the book says, the reality presented from an author's point of view, while the other one is the reality as we perceive it, which does not necessarily have to be compatible with the former. And the division is also between the way of solving a problem as we are expected versus the solution we will find once we abandon the burden of teachers, textbooks, exams and grades, and rely only upon our own knowledge, the skill of putting all it all together and deductive reasoning.

However, in the 21st century we encounter the problem of social apathy and teachers' inability even to transfer information for the sake of rote memorization (Mazur, 2009: 50). Today the red tape in educational system puts pressure on teachers to be Snape, and similarly students, especially in the tertiary level of education, are mainly like the ones from *Dead Poets' Society*. Almost automatically "programmed" to sit in rows which resemble the military order, with a clear aim: Listen to the teacher and do not interrupt before s/he clearly presents a problem and a solution from their point of view.

3. CLASSROOM 2.0

A mind-boggling issue for a contemporary teacher reading the abovementioned paragraph of *Harry Potter* would be if it was really necessary to open the indicated page in class, especially if we know that straight afterwards the teacher starts speaking. This, unfortunately, does not happen only in fictional novels, but mirrors educational reality. The new age has seen a rise in students as digital natives and teachers as digital immigrants, this occasionally bringing an unbridgeable gap between them. Therefore, in this section, we will provide examples of activities divided according to the abovementioned learning styles, some of which include the usage of ICT in class. It is worth mentioning that in some cases there can be an overlap between styles. For example, there are exercises that are categorized as kinaesthetic, but depending on the required amount of interaction, they can also be suitable for interpersonal or intrapersonal learners.

Exercises for kinaesthetic learning style

Find someone who… is a game the aim of which is to practice question forms. It is usually employed after teaching forms of a tense in order to put it into practice and drill students. Students are given a handout (Figure 1) that consists of information each student needs to find out. The information on the paper may say "Find someone who drinks coffee sometimes" or "Find someone who went to the seaside last year".

Students should, therefore, mingle around the classroom asking each other:

"Do you drink coffee sometimes?"

Or: "Did you go to the seaside last year?"

Speaking Worksheet   Grammar: Present Simple

Find someone who …

Ask other students	Name(s)
1. … goes to school by bus.	
Question: Do you go to school by bus?	
2. … has a dog.	
3. … likes chocolate ice-cream.	
4. … has two sisters.	
5. … lives near here.	
6. … hates shopping.	
7. … doesn't like pizza.	
8. … makes more than 10 phone calls a day.	
9. … surfs the Internet every day.	
10. … is thirsty.	
11. … often plays basketball.	
12. … walks his/her dog every day.	
13. … plays with dolls.	
14. … never wears a skirt.	
15. … usually eats cereal for breakfast.	
16. … sometimes cooks the family dinner.	
17. … drives to work (or school).	
18. … wants to be famous.	
19. … drinks more beer than water.	
20. … watches TV every evening.	

Now present your information about five students to the whole class.
e.g. Marco hates shopping, Maria surfs the Internet every day, Alice wants to be famous, Alex lives near here and Angelina walks her dog every day.

More worksheets available for download at www.ESLprintables.com   Author: PhilipR

iSLCollective.com

Figure 1. *Find someone who…* worksheet (downloaded from iSL Collective

https://en.islcollective.com/resources/printables/worksheets_doc_docx/find_someone_who_-_present_simple_questions_1/questions-find-someone/3019)

and take notes of people who give a positive answer (Holmes 2004, p.12) . Depending on the focus of the exercise, i.e. whether the teacher wants students to practice only question forms, or to include different time adverbs, as well, the exercise can be modified, the exercise can be modified so that it contains these adverbs on the right hand side (Table 1)

Table 1. *Find someone who…* with added tasks

Find someone who					
	Always	Usually	Often	Sometimes	Never
Eats cakes					
Drinks coffee					

If students are fast learners, the teacher can also provide them with a template that has a few examples done as a model and then ask students to think of what they would add to the list.

Pass the ball is another game that requires body movement. This activity is designed for the beginning or the middle of the lesson, to raise energy or to increase dynamics and attention (Holmes 2004, p.13). The adaptability of this type of game allows it to be a framework for various drills and suitable for different levels. For instance, beginners can practice numbers in the way that the teacher says one number and the student to whom the teacher has passed the ball gives the corresponding following or preceding number. Subsequently, that student passes the ball to another one giving them a number to respond to. Once students' learning progresses, the teacher can add more tasks to make the game more challenging, e.g. a student says a two-digit number, whereas the other student corresponds with a "mirror" number, i.e. number containing the same digits from back to front. Therefore, if a student says 'one hundred twenty-three', the correct answer would be 'three hundred twenty-one'. A feature of this game that adds to its importance lies in the rule that students are not allowed to pass the ball to the first student on their left or right. Thus, the aspect of suspense, i.e. the inability to predict one's turn contributes to students being more attentive. On the top of that, the choice of the order of students is delegated to the class which means that the teacher plays the role of a moderator, observing the flow of the activity and providing assistance if necessary.

4. EXERCISES FOR AUDIOVISUAL LEARNER

Movie segments to access grammar goals is the name of a blog where teachers can find a plethora of resources. There is a collection of movie excerpts that contain a specific grammar feature. Each grammar section has a video clip followed by downloadable handouts where the author provides instructions for the video-related tasks accompanied by the key.

5. EXERCISERS FOR VISUAL LEARNERS

Dominos / Matching exercise should facilitate learning to visually oriented students. Pairs are usually what De Saussure (1983) defines as signifier and signified, i.e. words and visuals that represent those words. The limitation to the activity is that pictures cannot illustrate too abstract concepts. For instance, we can show students pictures of food, clothes, etc. which will be comprehensible to learners of all levels and ages, but adjectives like 'amazing' and 'hilarious' or their synonyms would not be easily expressed in visual form.

Power Point Idioms is suitable for learners who grasp concepts by establishing connections between visuals and phrases. Examples that are illustrated below are "to see eye to eye with someone" (Figure 2), where two eyes are looking friendly at each other, which bears the meaning of agreement.

Figure 2. "To see eye to eye with someone"

Figure 3 shows the idiom "turn a blind eye to something", which means 'pretend not to have seen or noticed something, while in Figure 4 we see that "keep your fingers crossed" originates from the act of crossing fingers to bring the person you think about in what they consider to be very important. Another example that students found memorable is a bundle of money tightened with a belt, as a symbol of necessity to be more economical (Figure 5).

Figure 3. "Turn a blind eye Figure 4. "Keep your fingers crossed" Figure 5. "Tighten
to something" your belt"

Grammar disco came as a result of an intersection of pop culture and traditional method of examining. Its aim is to bring grammatical categories and parts of speech closer to students by asking them to explore these in verses of foreign music. This is to make students aware that what is considered to be abstract notions of language are in fact omnipresent in every aspect of life. Below you can see how we used Alice Cooper's "Poison" (Figure 6), Eminem's "When I'm Gone" (Figure 6), "Supersonic" (Figures 7, 8) and Adele's "Send my love to your lover" (Figures 9, 10) to solve specific problems. This activity can be performed in two ways. One is a more old-fashioned manner, by putting up slides. The other requires Internet access to the website www.flipquiz.me. As you will see, the difficulty of questions varies, some of them having the value of 100 points, while the others are worth 500 points. This design is particularly useful if the class needs to revise several areas that could be categorized into different levels.

Figure 6. Alice Cooper, "Poison" and Eminem, "When I'm Gone"

How many modal verbs can you identify in the following verses:

I need to be myself
I can't be no one else
I'm feeling supersonic

Figure 7. "Supersonic"

Something is wrong with the following verses. Correct them.

I can't be no one else
I'm feeling supersonic

Figure 8 "Supersonic"

What part of speech do the underlined words belong to?

- I wanna hurt you just <u>to hear</u> you <u>screaming</u> my name.
- And when I'm <u>gone</u>, just carry on, don't mourn, rejoice every time you hear the sound

Identify the tenses used in the following verses:

I'm giving you up
I've forgiven it all
You set me free

Figure 9. Adele, "Send my love to your new lover"

What parts of speech do the underlined words belong to?

Send <u>my</u> love to <u>your</u> new lover
Treat <u>her</u> better
<u>We</u> gotta let go of all of <u>our</u> ghosts...

Figure 10. Adele, "Send my love to your new lover"

As students taking exam in Contemporary English as an elective course have a task to talk about a photo and a question related to that photo, the teacher used scenes from Harry Potter films as photo prompts to inspire students.

Who do you think achieves better results – authoritative teachers or those with a friendly approach?

Do you think that family ties are important?
What are the advantages and disadvantages of living in a nuclear family?

Talk about a person who has had a great impact on you

Exercises for auditory learners

Contemporary performers' music proves to be a fertile land for different learning styles. Just as we proposed Adele's lyrics for identifying tenses and parts of speech, we can use some other songs to focus on a particular grammar point or topic-related vocabulary through fill in the gaps exericise. Apart from practising the specific item, it also helps improving students' auditory skills.

Exercises for verbal learners

Fill-in-the gaps exercise dates back to 1960s (Mishan, 2005) when communicative approach emerged. It is based on exchanging information, i.e. giving and asking for it. In SLA this can be achieved by dividing students in pairs and giving them the same text where some parts are missing. One pair of students will have different parts missing and they are not allowed to look at each other's texts. The aim is that students pose questions to each other to have a complete text.

Speaking practice is enhanced by wrapping it up in the game of *Ludo*. Traditionally, *Ludo* is played by two to four players, each of them throwing a dice and skipping the number of fields indicated on the dice to reach the final point called 'home' fastest. In the conversational version of *Ludo*, the number of fields and players can be extended, but in case of large classes, the teacher can split students into groups. On each field there is the name of a topic is written, e.g. food, music, technology, etc, whereas topic-related questions are on long tiny pieces of paper, grouped on the basis of the topic and scattered around the board. To progress in the game, a student has to pull out a piece of paper with a question related to a topic indicated on the board and talk about it for the amount of time the teacher has predetermined. If the answer is coherent, the student can remain on that field, otherwise s/he should go back to the field they stood beforehand. While the student discusses the questions, others are taking notes of accurate and inaccurate language use, so that they can make a decision as a class if the response is satisfying.
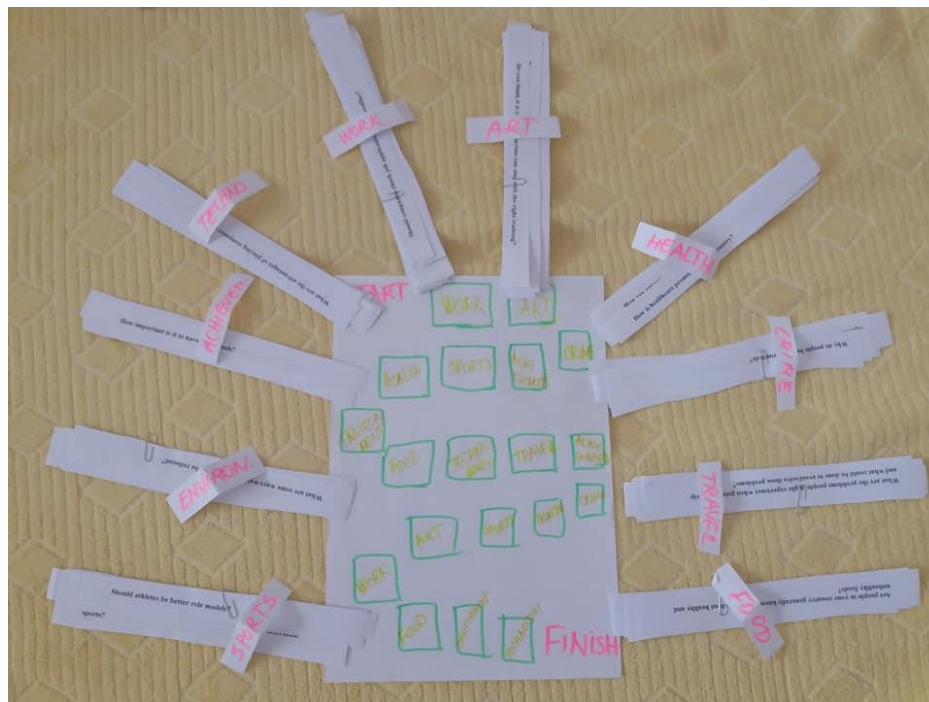
Figure 11. *Ludo*

CONCLUSION: WHO IS A SPIDER TEACHER?

If we analyze all the above mentioned activities, we can conclude that most, if not all of them, are prone to adaptation and can be used for different purposes. They provide teachers with a frame, but the content is the changeable variable within the frame which teachers fill based on students' needs, Therefore, typing www.spider-teacher.com does not lead to a website where one can find ready-made activities that perfectly suit learners. Spider teacher is rather each of us using our own skills to weave a net supposed to bridge the gap between students, between students and coursework and to facilitate the process of learning for every learner.

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SPECULATIVE AND CRITICAL DESIGN AS A NEW EDUCATION MODEL

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ABSTRACT

The main aim of the present work is to refer to the colleagues the importance of investing in young people's critical and futuristic thinking through a brief lecture about speculative and critical design and case study. The speculative and critical design is a creative approach which predicts and studies future trends, cities, technology, products, lifestyle, society. Through learning speculative and critical design approach, not only designers but also everyone, look ahead and question different scenarios for the future. Who will run this world in 2040? How will the cities look like in 2033? What are the jobs of the future and what work hours would be in 2047? Will we travel, eat, learn, think different in 20-30 years? Should we wait until new world comes to us or we should include ourselves in making decisions about our future?

It is essential to educate people, especially the younger population about this way of thinking which brings fresh ideas and possibilities to a whole generation of designers, scientists, engineers, artists, sociologists. The world remains to the young people. They will create our everyday life. Future can be better or worse than this one, but by educating about critical thinking we can ensure awakened and smarter youth which significantly increases our chances for a better one.

There are several possibilities for formal or non-formal education of young people in this field. One of the ways is through the interactive workshops, lectures and training.

Work that I want to present was created during the speculative design workshop "Interakcije" in Split (Croatia) in October 2017. As a starting point this work takes the technological trend to quantify yourself and questions hacking and optimizing your own body in service of productivity using a speculative (fictional) product. The scenario is set in 2022. The product is weakly wearable, and it works through analyzing users' biological clock. This analysis enables the prediction of the activity which suits the person the best. The product then injects a small amount of Pharmaceutics in the user which triggers active substances in his body and ensure his perfect efficiency while doing the selected activity.

This paper provide insights about thinking ahead, developing imagination and upgrading innovating potential. Young initiators should be aware of the future and the fact that the development of ideas makes that future the world we want to live in.
Keywords: speculative, design, critical thinking

1. FUTURE

When you imagine the future, what do you see? Do you think that the world would not change that much or you are imagining flying cars and robots? Are you thinking about the future positively or negatively? Will people change? Possibilities of how the future may look like are countless, but one thing is sure: it's coming.

Imagine yourself living, for example, in the 1930s. What do you wear, how do you cook, where do you go, what do you do for fun? And than imagine me, at this same conference in 1930, telling you that my presentation would be presented on a screen, that you would take pictures and post them somewhere where everyone can see them, that you would eat dehydrated food made in a minute with hot water, that you would rather watch Netflix than knit. It would be a shock to you. Some of you would consider the new world as

fun and adventurous, some of you would see it as inappropriate. The topic is a great conversation starter, and some of you might even go home worried. But today, we know that the right answer about this time does not exist. It is fun and adventurous but also dangerous and confusing. There are plenty of things that were once thought as impossible, but today are inseparable parts of our lives - Internet, computers, smartphones, washing machines, microwave, cameras. Have you ever thought about who invented things that you use in your everyday life? Those inventors had a vision about a different world, how to make life easier or smarter, more productive or more relaxing. Some of those ideas completely changed the way we use our time.

But speculative design is more than just products. Throughout the past, to this day, ideas continue to change economies, politics, social life, environment, medicine, living standards. We are currently facing a Chinese project that features population monitoring via some social network. When did that happen? Did we see it coming? There are a lot of dystopian scenarios about our future, and it seems like everyone is just okay with that. Does it have to be like that? By speculating about a possible future, we are visualizing both utopian and dystopian scenarios which help us to understand what could happen and how can we make it better for ourselves.

2. SPECULATIVE DESIGN

Speculative and critical design is a creative approach which predicts, studies and questions future trends, cities, technology, products, lifestyle, society. Through learning speculative and critical design approach, designers look ahead and question different scenarios for the future and include the others in the process of thinking and creating. Who will run this world in 2040? How will the cities look in 2033? What are jobs of the future and what work hours would be in 2047? Will we travel, eat, learn, think differently in 20-30 years? Should we just wait until the new world comes to us or should we be included in making decisions of our future?

Speculative design is a relatively new approach and practice which changes the use of design. When we think about design, we imagine something visual that solves a problem. Do you need new packaging? We'll create it. Are chairs uncomfortable? We can make a new one. The design works as industry needs. Speculative design is a more critical approach that makes us think. It detects problems, ask questions, creates dialogues. This new practice wants to move the design from its role as a presentation of the final solution, and it wants to bring it back to what design is supposed to be: thinking about possibilities, analysis, looking further. When design speculates potential future scenarios, it crosses and deals with social, political, economic and environmental relations.

In his publication, "Introduction to speculative design practice", the researcher and educator Ivica Mitrović (2015, pp. 13-15) says: "This approach is most often based on the question "what if?", questioning the interrelation between potential changes in the technological development and social relations. Rather than engaging only with the future that we desire, this approach also deals with the future we fear might come true if we fail to critically consider the role of new technologies in society."

New designers use design as a medium, not as a commercial product. Making models, illustrations, prototypes, sketches that helps us to visualize the potential future, sometimes even whole scenarios of cities, transportation systems, planet changes. One idea leads to another and design never really stops. Speculative and critical design ads more and more questions to every answer.

New designers use a lot of knowledge from different fields in their work. To better understand technology's development, its impact on society and predict possible implications of technology, designers must stay related with various sciences, such as engineering, architecture, computer science, sociology, biotechnology. For design to reach its potential, it is essential that designers collaborate with representatives from different areas, such as anthropology, economy, philosophy, sociology, cultural studies, politics, history, psychology. The inclusion of particular political actors, civil society associations and activists, can not be forgotten as well.

One of the founders of speculative practice, Anthony Dunne and his associate, artist and educator Fiona Raby especially accentuate potential of speculative design practice in discussing and acting in broader social and political subjects, such as, democracy or sustainability, or alternatives of the current capitalistic system. (Mitrović I., 2015)

Speculative design shows the interaction of different disciplines very well. That is one of the reasons why new designers often call themselves trans-designers, post-designers or just – designers.

Speculating possible future scenarios, not only encourages thinking about years that are about to come, but it also critics today's world and society. By creating new, imagined worlds, we see our world more clearly, we see it's needs and attitudes, it's values and functions.

3. HOW IT REALLY LOOKS?

Speculative design can be seen as a way of thinking, not occupation. Since design practice uses different types of knowledge and interacts with several other disciplines, there is no strictly defined methodology. Of course, as in every work, there are specific characteristics of the approach. For its method, the speculative design uses tools and techniques that are accessible at the moment. It can be a fictional narrative, storyboard, interview, testing, games.

In practice, speculative design projects are done best when the team is multidisciplinary. This allows participants to expand their horizons by thinking about a topic from a different point of view, with a different profession and knowledge. It also creates an excellent place to evolve from one discipline boundaries.

There is no only one way to do a speculative project, but the process usually follows some steps. First, designer or a team find designer space. Then, they analyze the problem through observation and research. The last step is developing, questioning and analyzing the idea with the aim of creating scenarios and narratives. When an idea is worked through, designers are looking for a way to present their concept to the audience.

Although speculative design and contemporary art have numerous similarities, there is a big difference between them. Both of them use imagination as an ultimate tool, but speculative design always stays connected with the real world. Besides that, the reason why design attracts a broader audience than art is the language it uses, which is far more understandable to the people than the abstract artistic one is. One of the main aims of design is to include population, to have a social context, to think about needs and desires of the society and that is why it is very important that it doesn't stay only in galleries and museums. The design is closely related to the new technologies, consumer society, popular media and culture, so it has a more significant social influence.

There are two basic concepts that speculative practice usually follows. One is speculating on a possible future, and the other is creating scenarios for alternative presents. Both of them criticize current systems and relations by questioning the development, implementation and use of new technologies and its social impact.

It is quite impossible to put a limit to how far speculative design can go. Some projects may create a new spaceship, some can create new social or political movement, some can develop everyday objects or activities. Speculative design practice interferes far more in designing relations than objects. Still, the success of a speculative design project often depends on the believability of created materials. The audience needs good visualization to understand better the concept and to accept the possibility that it can happen. It is much easier to believe that something will happen if, even today, we can create prototypes, models, etc. That is why materializing ideas and concepts take a long time. Those materials can be in the form of a documentary video, film fiction, graphics, documents, user manuals, contracts, news or articles, even whole products (prototypes).

Throughout the history of humanity, we can see that storytelling always had a significant influence and was used as a medium that opens questions, discussion, analysis, critical opinion. Stories through history mostly carry some deeper life or a moral lesson which can sometimes have a clear message and sometimes the audience remains questioning. Speculative design scenarios are always open to personal interpretation. They are often weird, unusual, sometimes even disturbing but attractive. There is a pretty common use of humor in speculative scenarios, often even dark one, close to satire, which, same as in literature or films, intrigues and activates the audience. The speculative scenario must provoke attention, wake up emotions, stimulate thinking and questioning.

4. "REAL" SPECULATIVE

Probably, you have already thought on different examples of speculative design by now. Depending on your generation, you probably thought of Black Mirror or The Twilight Zone. Although movies and television show us various good or not so good examples of speculative scenarios, they are mostly dystopian. Some of them even predicted certain things that came decades later. But, speculative design is more than just an entertainment program. Many great inventions were created because someone speculated the future. Can you believe that Mihajlo Pupin, a Serbian scientist, mostly known for his work in telephony, created a device, in the 19th century, that can write words which you say directly to it? Voice recognition is something pretty advanced even today.

In an interview in 1976, Arthur Clarke, an author of 2001: Space Odyssey and probably one of the most prominent visionaries of all the time, predicted many of the things that we use everyday. He predicted that we would communicate through HD screens, how computers will develop, predicted the Internet, smartphones, email, smartwatches. He said that someday there would be a central library which can bring you any information. Today we call it the Internet.

One of the most significant examples of speculative scenarios is an exhibition Futurama, on New York World's Fair in 1939. Norman Bel Geddes, the father of American industrial design, created a model of a city in which cars have a central role, meaning the city is more suitable for vehicles than for people. The model was created for General Motors Corporation to showcase how automated highways and roads would look like in 20 years. Geddes maybe failed in timing but any air view photo of Dubai irresistibly shows that his predictions were right. TV shows and blockbusters show us a future that is technology oriented and usually dystopian - Black Mirror, The Handmaid's Tale, West world. Programs like these populate speculative and critical practice but create a bigger problem. It teaches us that catastrophe is inevitable and that future only will bring misery. It establishes an inactive population that when looking at the future, is satisfied with today's problems. That same population decides to do nothing and nourish the current system. That population would not see when something wrong is coming, and even when they do, they will shrug.

5. THE YOUTH FACTOR

As we made it clear by now, it is critical to think about the future. We want to create a future that fits ourselves, not the technology. We want a bright future, but if the dark one still comes, we need to know how to deal with it.

It is crucial to educate people, especially the younger population about this approach that brings fresh ideas and possibilities to a whole generation of designers, scientists, engineers, artists, sociologists. The world remains to the young people. They will create our everyday life. Future worlds can be better or worse than this one, but through educating about critical thinking we ensure awakened and smarter youth which significantly increases our chances for a better future.

Designing and thinking speculatively has nothing to do with age but it is very important to educate young people to have a critical opinion. It is quite popular in 2018 not to think about big problems, to watch Netflix

all the time and to believe that disturbing things are happening somewhere else. It is also quite popular not to question anything, to believe Instagram stories of our favorite celebrity and to never think about the credibility of information that we get through the media. But, professors, mentors, the school system should invest their time in helping young people and form them into visionaries, philosophers, critics. Feed young minds because you will definitely need them someday.

6. OKAY, WE ARE HOOKED, WHAT NOW?

There are several possibilities for formal or non-formal education of young people in this field. Throughout the years many formal educational institutions realized the importance of speculative and critical thinking. Some faculties include speculative design subjects and some even created whole courses and programs for it. One of the first higher education institutions that started educating in this field was the Royal College of Art in London with its Design Interaction Program and Anthony Dunne as a head of the department. Faculties around the world followed this example, including Royal Academy of Arts in Hague and Virginia Commonwealth University in Qatar. There are, as well, Masters degree programs and several informal education institutions that enable students to study for a few weeks or months and get a certificate. Some of them are The New Normal on Strelka Institute in Russia or University of Underground in Amsterdam. These programs teach young people to think differently, to question and criticize through an intensive curriculum.

A great example of including speculative practice in education, in this region, is The Department of Visual Communications Design at the Arts Academy in Split, Croatia. Thanks to Ivica Mitrović, PhD, students enrolled in this program study interaction and speculative design. Croatian example shows us that it is not impossible to educate young people even on smaller universities.

Right there, in Split, Croatia, we can see another example which shows that educating young people and having the initiative to teach can lead to creating a whole community. Since 2004, the Department of Visual Communications has been organizing an international workshop in the field of speculative and critical design, called "Interakcije" (Interactions). Until today, over 200 students participated in these workshops, mentored by renowned international specialists in the speculative practice. Throughout the years, Interactions workshop hosted many international speakers and exhibitions and developed the speculative and critical design scene in Croatia.

There are a few similar workshops that study the same subject, but not enough. Workshops should be available to all young people around the world, in every profession, and not just to young designers and architects. Young people should have a chance to surprise, to create something groundbreaking, to improve our tomorrows.

7. CASE STUDY

Last October at The Academy of Fine Arts in Split, Croatia, I participated in the Interactions 2017 workshop (Interakcije 2017)which was led, by Tommaso Tregnaghi from Nefula- Italian laboratory based on near future design. The theme of the last years' workshop was Automation, which, through five days made participants analyze and think about the various implications that may arise from an automated world. 17 students from multiple disciplines and universities (Design, Sociology, Informatics, Architecture) from all over Europe. For myself, the whole experience of the workshop was fantastic, not only because of the warm welcome and beautiful seaside but because of the things that I had the opportunity to learn and a chance to develop such interesting ideas and projects.
By the workshops methodology we were divided into groups. The group whose work I am presenting today was made up of three participants, Francesco Degl'innocenti, Hanna TuressonBernehed and myself.

7.1 ampp – Life 27/7

A speculative scenario is set in the year 2022. Ampp is a concept consisting of weekly wearables connected to an app. It allows you to always perform at your very best by ensuring that you do what you are best suited for at every specific time of the day, and by amplifying your ability to perform a particular task. The wearable contains an air-pressure blood sampler, a micro-antenna, two electric actuators and storage that releases some pharmaceutical drugs. A blood sample is taken every 30 minutes, by sucking in blood with air-pressure. Your values are measured and analyzed to distinguish your circadian rhythm and your internal body-clock precisely. At a particular time of the day, you are better suited for certain types of activities - be it physical coordination, attention, openness, efficiency or relaxation. By tickling your wrist, a weak electrical current and the wearable tells you to check the app meaning it's the ideal time for a certain kind of activity. The wearable now injects a small amount of pharmaceutics to trigger the active substances in your body. With ampp, you never have to worry about spending too much inefficient time on things that your body is better suited for at another time of the day.

This case study questions future living and work habits, even faster life tempo, changing yourself to become more efficient. It provokes thinking about automating ourselves, even using medical treatment or drug, in order to complete everything in one day. Case study refers to today's level of automation and growing trends of quantifying ourselves through digital devices and increasingly popular consent chipping.

CONCLUSION

When George Lucas wrote Star Wars script, he asked Ralph McQuerry to help him visualize his scenario. McQuerry was an exceptional illustrator, but when he read the Star Wars script, he thought that the story was too complicated for an audience to love it and that movie would be so expensive that it won't ever happen. He said that the "fact" that the movie would never be made, gave him the freedom to create whatever he wanted. That is how he created light sabers, Dart Vader masque, Death Star and most all of the interior, uniforms and character appearances. Both Lucas and McQuerry couldn't have known that Star Wars would be the most expensive movie at that time with over 11 million dollars spent on production. But no one could even think that the movie would earn an unbelievable 460 million dollars and become one of the biggest stories of all the time. Nothing is ever impossible. You just have to imagine it.

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TRADITIONAL OR TECHNOLOGY-BASED CLASSROOMS: STUDENTS' VIEWS ON TECHNOLOGICAL TOOLS WITHIN THE CONTEXT OF ACADEMIC MOTIVATION

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ABSTRACT

In our age, technology is becoming widespread in schools. Using technological tools in the lessons is very important in terms of academic success motivation of students. This research aims to investigate the students' views on modern technological tools used by the teachers and these tools' roles in academic motivation. This is a descriptive study and quantitative and qualitative research methods were used together. 101 elementary school students participated in the quantitative research and 2 students participated in the qualitative research. The research results indicate that the students have moderate attitude level towards the technology use in the class and most of the students are in favor of both technology-based classrooms and traditional classrooms. Teachers and educational administrators should not ignore students who can also learn in traditional classrooms. Therefore, teachers should be trained about how to employ technology successfully so that all of the students can become academically motivated and learn in a positive classroom environment. The results of this study will positively contribute to social sciences, educational sciences and educational organizations.

Keywords: Technology-based Classrooms, Academic Motivation, Students

1. INTRODUCTION

Teaching is a process which involves activities in a formal or non-formal educational environment. Education is configured via technologies used. Providing flexible occasions for students is very crucial. However, this cannot be so easy since it entails a smooth coordination and collaboration among the educational organizations and sectors (Laurillard, 2012). Information and Communication Technology (ICT) has become very common in teaching nowadays. As a result of this, many computer programs and software have been employed in educational environments since 1980s. With the help of Information and Communication Technology (ICT), students can solve real-life problems even in educational environments. In order to realize this goal, several simulations or multimedia software are produced by which images, sounds, texts or videos are combined together (Volman & van Eck, 2001). Employing technology in the classrooms requires educators to learn how to promote learning with technological tools. Teachers should adapt to the changes brought to the classroom with the digital technologies. In this way, learners can comprehend when the technological tools are used effectively. Teachers should really find ways which are instrumental in integrating technological tools in classrooms (Hamilton, 2015).

Motivation is a kind of situation driven by the internal or external factors which encourage or discourage people to do something. External motivation defines the situation in which the person obtains separable results. Moreover, internal motivation defines the situation which results in inherent satisfaction of the person (Cullen & Greene, 2011; Ryan & Deci, 2000). In positive classrooms atmosphere, there is a learning environment in which students can get benefit from the shared success, friendly communication and comfort. In such supportive classrooms learners become active in myriad activities. The students who are isolated can find places and become socially accepted by their peers (Pagliaro, 2014). When novel ideas or tasks are provided in the classrooms, students' brains will be motivated. In this way, they can be physically active and realize success in the academic environment (Williams, 2009).

The importance of motivation in educational organizations is rising gradually. Consequently, technological tools employed in educational environments can be the best components that drive the students' internal or external motivation which help the students realize academic motivation. Within this context, the purpose of this research study is to investigate the students' views on modern technological tools used by the teachers and these tools' roles in academic motivation. The research questions of this study are as follows:

1. What are the students' perceptions of technology use in the class?
2. Is there a significant difference between gender and technology use in the class?
3. Is there a significant difference between grade and technology use in the class?

2. METHOD

In this part, the research design, research sample and data analysis will be explained.

2.1 Research Design

Both quantitative and qualitative research methods were used in this research. This research is a descriptive study and examines the perceptions of students on modern technological tools used in the class.

2.2 Research Sample

Demographic variables of quantitative research are presented in Table 1.

Table 1. Demographic Characteristics of Quantitative Research Participants

Variables		f	%
	Female	47	46,53
Gender	Male	54	53,47
	Total	101	100
	3rd Grade	54	53,47
Grade	4th Grade	47	46,53
	Total	101	100

According to Table 1, the research sample consists of 47 female (46,53 %) and 54 male (53,47 %) elementary school students, and there are 54 students of 3rd grade (53,47%) and 47 students of 4th grade (46,53%) participants in the research study. In total, there are 101 participants in this quantitative research study. Demographic variables of qualitative research are presented in Table 2.

Table 2. Demographic Characteristics of Qualitative Research Participants

Variables		f	%
	Female	20	62,5
Gender	Male	12	37,5
	Total	32	100
	3rd Grade	17	53,1
Grade	4th Grade	15	46,9
	Total	32	100

According to Table 2, the research sample of qualitative research study involves 20 females (62,5%) and 12 males (37,5%) elementary school students, and there are 17 students of 3rd grade (53,1%) and 15 students of 4th grade (46,9%) in the research study.

2.3 Data Analysis

The quantitative data collection tool is "Awareness Scale for the Technology Use in the Lessons" which was developed by Dagtekin (2016). The scale has 22 items. It is a 5-point Likert scale and has five parts: "Not at all", "To a slight degree", "To a moderate degree", "To a great degree" and "Completely agree". The qualitative data collection tool is a semi-structured interview form and has only one question: "Are you highly motivated when technological tools or traditional teaching methods are used in the lesson, why?". Quantitative data of the research were analyzed with PSPP (v. 0.10.4) statistical tool and qualitative data were analyzed with QDA Miner (version 4).

3. RESULTS

In this part, the results of the quantitative research and qualitative research will be explained.

3.1 Results of Quantitative Data

In this part, the results of quantitative data will be presented in terms of research questions. The research questions are: (1) What are the students' perceptions of technology use in the class? (2) Is there a significant difference between gender and technology use in the class? (3) Is there a significant difference between grade and technology use in the class?

3.2 What are the students' perceptions of technology use in the class?
Students' perception level of technology use in the class and the mean of perception are presented in Table 3.

Table 3. Students' Perceptions of Technology Use in the Class (n=101)

Variable	n	$\bar{x}$	SD	Level
Students' Perception of Technology Use in the Class	101	3,25	,64	Moderate

According to Table 3, the students' perception level of technology use in the class is moderate ($\bar{x}$=3,25). This shows that students support the technology use in the class moderately in terms of academic motivation.

3.3 Is there a significant difference between gender and technology use in the class?

Students' perceptions of technology use in the class according to gender variable are presented in Table 4.

Table 4. Students' Perceptions of Technology Use in the Class according to Gender Variable (n=101)

Variable	Gender	n	M	SD	df	t	p
Students' Perception of Technology Use in the Class	Female	47	3,11	,77	76	-1,96	,054
	Male	54	3,37	,49			

According to Table 4, there isn't any significant difference among students' perceptions of technology use in the class according to gender variable [t(76)= -1,96, p>.05].

3.4 Is there a significant difference between grade and technology use in the class?

Students' perceptions of technology use in the class according to grade variable are presented in Table 5.

Table 5. Students' Perceptions of Technology Use in the Class according to Grade Variable (n=101)

Variable	Grade	n	M	SD	df	t	p
Students' Perception of Technology Use in the Class	3rd Grade	54	3,17	,80	79	-1,42	,160
	4th Grade	47	3,34	,39			

According to Table 5, there isn't any significant difference among students' perceptions of technology use in the class according to grade variable [t(79)= -1,42, p>.05].

3.5 Results of Quantitative Data

32 students were interviewed to find an answer to "Are you highly motivated when technological tools or traditional teaching methods are used in the lesson, why?". The results are categorized into three codes. These codes are "Supporting technology-based classrooms, supporting traditional classrooms and supporting both of them". The results of the qualitative data are presented in Table 6.

Table 6. Results of the Qualitative Data (n=32)

Codes	Gender		Grade		Total	%
	Female	Male	3rd Grade	4th Grade		
Supporting Technology-Based Classrooms	3	3	3	3	6	18,7
Supporting Traditional Classrooms	3	4	5	2	7	21,9
Supporting Both of Them	14	5	9	10	19	59,4

According to Table 6, 19 students (59,4%) support both technology-based classrooms and traditional classrooms. 7 students (21,9%) support only traditional classrooms and 6 students (18,7%) support only technology-based classrooms. Some of the students' answers under the code "supporting technology-based classrooms" are as follows:

"I'm highly motivated when modern technological tools are used. I can understand the lesson with technological tools."

"I find the technology beneficial because it is entertaining."

"My motivation is very high with technological tools because I enjoy its music."

Some of the students' answers under the code "supporting traditional classrooms" are as follows:

"I'm motivated when traditional teaching methods are used. We can ask the teacher about the things we cannot understand. We must use the technology only after the school."

"My motivation is really high when traditional teaching methods are used in the class because the lesson does not mean only the projector, phone or computer."

"I'm highly motivated with traditional teaching methods in the class. We should focus on what the teacher lecture in the class."

Some of the students' answers under the code "supporting both of them" are as follows:

"I'm motivated when technological tools and traditional teaching methods are used in the lesson. Modern

technological tools make the lesson amusing and we can ask questions during the traditional classrooms."

"I like interacting with blackboard in a traditional classroom. With technological tools, I can complete general revision tests."

"I can understand the lesson in both technology-based classrooms and traditional classrooms."

'm very motivated in both of them because I can learn best by writing and reading in a traditional classroom, and I can understand clearly with technological tools since they have pictures and photos."
"I can understand the lesson with the teacher. Technological tools offer songs and games, and they help me understand the lesson better. My suggestion is that both technology-based teaching and traditional teaching should be employed during the lesson."

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

According to this study, the elementary students neither support nor oppose the technology use in the class. Students' perceptions of technology use do not have any statistically significant difference according to gender and grade. In other words, their views do not change significantly according to gender and grade. What is more, students support both modern technology-based classrooms and traditional classrooms in terms of academic motivation.

In association with the results, Lohnes and Kinzer (2007) pointed out in their study that students are generally in favor of both traditional teaching environment and technology-supported classrooms. Papastergiou (2009) revealed that students' views of technology in the class do not change significantly. Therefore, technology use is equally motivational regardless of gender. Dahlstrom and Bichsel (2014) pointed out in their study that there aren't large significant differences according to demographic variables. Also, most of the students' inclination towards technology is medium. Dagtekin (2016) also revealed that there isn't any significant difference between gender and students' perceptions of technology. In contrast with this study, Li (2007) found out that students support the use of technology very much in the lesson. Mistler-Jackson and Butler Songer (2000) revealed in their study that students gain high achievement and academic motivation with the technology use provided in the school.

As for the recommendations for the teachers, they can make a research to determine the students' tendency towards technology. In this way, they can employ technology in their lessons effectively. Furthermore, they can develop lesson programs in accordance with students' inclination towards blended learning for both technology-based classrooms and traditional classrooms. Teachers should help students learn how to use the technology advantageously in terms of academic success. In addition to this, they should be provided with in-service trainings about how to mix technology with traditional teaching environments.
As for the recommendations for educational science researchers, they can make another research with secondary school or high school students. Also, they can research the teachers' views about their preferences for technology-based teaching or traditional classrooms. Longitudinal research may introduce different crucial results and conclusion. In addition to this, relationship between students' perception of technology use in the class and other variables such as classroom management, students' learning strategies, scientific process skills, etc.

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INTEGRATING TECHNOLOGY IN LANGUAGE CLASSRROM: TEACHERS' BELIEFS AND PRACTICES

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ABSTRACT

The purpose of this research paper is to investigate the integration of technology in language classrooms with a special focus in high schools in our country. In this research we tried to find out what are teachers' beliefs and what are their practices regarding this innovative tool. In addition, we tried to identify the obstacles and limitations that they face applying technology. For the research we interviewed teachers from 3 different schools, put down the outcomes and obtained answers which were the main aim of this project. The conducted research was a qualitative study and the data we analyzed revealed that technology utilization is nearly inexistent in two out of three schools we investigated even though they claimed that technology is in their interest. What didn't allow them to use it in their classrooms were simply the poor providing of materials. Moreover, we found out that one of the three schools we worked with is provided with technology hence it holds importance in their curriculum.

Keywords: information and communications technology, integration, limitations, practices, beliefs, teacher development

1. INTRODUCTION

Over the last so many years, technology has played a significant part in both our personal and professional lives with language learners using it at a continually increasing rate. However, regardless of technology's popularity, prominence and integration requirement teacher programs often ignore training in the use of Information and Communication Technology, thus instructors of language learning are frequently far less educated and proficient than their own students with regards to utilizing this current innovation. Technology in language learning is not new. In fact, technology has been around in language learning for quite a long time if we were to consider the blackboard as a form of technology. Recording devices, language laboratories and video have been in use since the 1960s and 1970s, are as yet being used as primary technology around classrooms. Computer Assisted Language Learning (CALL) which is viewed as a computer – based material firstly appeared in the early 1980s. With Information and Communication Technology (ICT) winding up and becoming more widespread, CALL has moved past the usage of computer programs to embrace the use of Internet and web-based and in the 1990s a new term came to life: Technology Enhanced Language Learning (TELL). This new approach advanced in response to the growing possibilities offered by the Internet and communications technology. What has led to an explosion of interest in technology's use in the language classrooms is that apart from its time and labor- saving function, it can also give the idea of variety and bring new opportunities to people; connect them to new thoughts and to people they otherwise might not have met. With mobile devices, computing has become ubiquitous; the social web has emerged and become part of most people's lives.

Considering this topic, a lot of researches are being carried around the world. However, I feel like this type of research is absent in our country and I haven't heard about it or seen institutions integrate technology as much compared to developed countries. We did not use much of the innovations of technology in elementary school and the same situation was during my time in high school. For this reason, I chose to research this topic, investigate and focus on the beliefs language teachers have about integrating technology.

Based on this idea, this small scale research aims to:

-Find out teachers' beliefs and their practices in language classroom
-Find out what are the limitations teachers face and suggest possible solutions

Research Questions

This research will be guided by the following research questions:

1. What are teacher's beliefs and practices regarding technology integration in language classroom?
2. What are some obstacles teachers face in integrating technology in the classroom

2. LITERATURE REVIEW

Technology Integration in language learning as Hlynka& Jacobson (2009) propose can be defined as "A tool that encompasses devices such as computers, cell phones, iPads, and the Internet"(p. 35). According to Mautone, DuPaul, &Jitendra (2005), it is the instruction that uses these tools as an aid to creating opportunities for students to learn at their individual instructional level, at a pace controlled by the learner, with immediate feedback, and in a stimulating learning environment (p. 301). How we define technology also depends on the availability of technology, accessibility to these technologies, and the usage of them.

"Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools." - National Educational Technology Standards for Students, International Society for Technology in Education. For a successful integration of technology in the classroom Butler-Pascoe and Wiburg (2003) projected twelve attributes of how technology enriches the second language learning environment as well as how technology meaningfully supports these characteristics (p. 20).

To address the relationship between second language learning and technology, according to Lin (2009) the best applicable characteristics are portrayed as follows:

(1) It provides interaction, communicative activities, and real audiences. ⌊SEP⌋
(2) It supplies comprehensible input. ⌊SEP⌋
(3) It uses task-based and problem-solving activities. ⌊SEP⌋
(4) It facilitates focused development to English language kills. ⌊SEP⌋
(5) It uses multiple modalities to support various learning styles and strategies. ⌊SEP⌋
(6) It meets affective needs of students. ⌊SEP⌋
(7) Itfostersunderstandingandappreciationofthetargetandnativecultures. ⌊SEP⌋

Advantages of using technology in learning a second language are endless. Educators Jonassen, (1996) and Salaberry (1999) demonstrate that "computer and its attached language learning programs could provide second language learners more independence from classrooms and permitting learners the alternative to work on their learning material at any time of the day they wish" (p. 104). In addition, Taylor (1980) communicated that computer-assisted language learning programs can be ideal stimuli for second language learning. (para. 3).Presently, computer technology can provide a great deal of fun games and communicative activities, decrease the learning stresses and anxieties, and offer repeated lessons whenever needed. Those capacities will advance second language learners' learning motivation. With the help of various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence. As indicated by Robertson et al. observation (1987), the students who joined computer-assisted language learning programs also had visibly higher self-esteem ratings than regular students. Moreover, Lee (2000) additionally specified that "The reasons why we should apply computer technology in second language instruction, include computer and its attached language learning programs can prove practices for students through the experiential learning, offer students more the learning motivation, enhance student achievement, increase authentic materials for study, encourage greater interaction between teachers and students and students and peers, emphasize the individual needs, regard independence from a single source of information, and enlarge global understanding"(vol. 6).

Nonetheless, even though the advantages of using technology are innumerable, it still has its limitations and disadvantages. Gips, DiMattia, &Gips (2004) stated that "the first disadvantage of computer and its assisted language learning programs is that they will increase educational costs and harm the equity of education"(p. 206-213). When computers become a new basic requirement for a student to purchase, low budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. On the other hand, expensive hardware and software also become the big obligations for schools and parents. Additionally, it is necessary that both teachers and students should have elementary technology knowledge before they apply computer technology to assist second language teaching and learning in the classroom for they cannot use something without knowing how to use it.

Sadly, many teachers today do not have sufficient technical training to monitor their students exploring computer and its assisted language learning programs. Therefore, Roblyer (2003) claims that" The benefits of computer technology for those students who are not familiar with a computer are inexistent" (Roblyer 2003, cited in Cheng-Chieh Lai, 2006, p. 4). Moreover, computers are not capable of handling unexpected situations. Due to the confinements of computer's artificial intelligence, computer technology is unable to deal with learners' unforeseen learning issues and respond to learners' question immediately as teachers do. Thus, Dent (2001) remarks "The reasons for the computer's inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information" (cited in Cheng-Chieh Lai, 2006, p. 4). In a communication between McClelland and C. Dede (1995), Blin (1994) also conveyed that "Computer technology with that degree of intelligence does not exist, and are not expected to exist for quite a long time." (p. 133-147) Put in a way, today's computer technology and its attached language learning programs are not yet intelligent enough to be truly interactive and people still need to put the effort in developing and improving computer technology in order to assist second language learners.

Various researches and case studies are being made regarding this topic around the world. In one research Akram Kazemi(2014) from the Department of Foreign Languages at the Islamic Azad University in Kerman, Iran tried to investigate the attitudes of English language university teachers in Kerman (Iran) toward computer technology and find the hidden factors that make university teachers avoid using technology in English language teaching. 30 university teachers participated in this study. A questionnaire and semi-structured interview were used in order to collect the data. Both descriptive and inferential statistics, as well as content analysis were conducted to analyze the data. The findings of the study revealed that a great majority of university teachers attribute positive remarks for integrating technology in language teaching. However, they get difficulty in integrating technology into their instruction effectively. Stanley (2013) points out that "In order for learning technology to be successful, it should be integrated into the curriculum (p.9)." In addition, Ray Clifford (2008) of the Defense Language Institute points out: 'Computers will not replace teachers. However, teachers who use computers will replace teachers who don't' (quoted in Healey et al. 2008: p. 2).

3. METHODOLOGY

The issue we chose to research has to do with the integration of technology in the language classroom and what are teachers' beliefs and practices regarding technology in high schools of the Republic of Macedonia. The very same research took place in the city of Kumanovo. For a better outcome and answers to the core of our two main research questions 6 other sub-questions were prepared. Because our main objective here was to determine teachers' beliefs about technology and their practices in the language classroom, for this research was used a qualitative approach. Regarding qualitative research Denzin and Lincoln (200) state that "Qualitative research is addressed in the light of relations, in reality, of the researcher and the field of study along with all constraints that surround the research rather than processes that aren't measures in terms of quantity, amount, intensity, or frequency. (p. 8)

To collect the data for this research interviews were used as an instrument in an attempt to understand teachers' beliefs regarding technology. 15 teachers were invited to participate and get interviewed but only 10 accepted to do so. The interviewed teachers were aged between 25-40. They were all interviewed face to face.

Data collected were analyzed and categorized. Results are going to be presented in the next section of this research paper.

4. RESULTS

Taking into consideration the objectives of this research we present the analysis based on the results obtained from data collected.

Relating to our first research question which was addressed about teachers' beliefs and perceptions about the use of technology in the language classroom we can conclude that most of the teachers believe that technology is a salient tool in the teaching-learning process. They believe that knowing how to use technology is a rudimentary skill that helps us succeed both in our professional and personal lives. For instance, we asked if technology interested them and all ten participant teachers answered positively about it.

Figure 1. Participants' attitude towards technology

T1 said: "The application of technology in classroom helps us to be one step together and familiarize with new inventions". Surprisingly though, as a result of increasing numbers of students using social networks, teachers consider technology to be more geared toward social life matters than it is in the academic life. T4 and T7 said: "I use technology mostly to read news to communicate with colleagues and to inform students. In addition, some teachers considered technology to make the class interesting and give more opportunities to students. T2 said: "Technology improves teaching and learning in a way it gives opportunities where students share common beliefs, ideas, and get involved".

One teacher (T1) mentioned that planning lessons with the means of technology would be a great ease if they were provided with rudimentary technology.

Most of the teachers view technology as a useful tool that can be used in the language classroom. It is useful as much as it is important. They believe that technology makes students more interested in the subject, it provides them with authentic real time sources; it helps them enrich their vocabulary as well as their spelling and pronunciation. T3 said "I believe technology is a very useful thing, if you see something you learn it faster and if you hear an authentic native voice you learn to pronounce better no matter how good the teacher is".
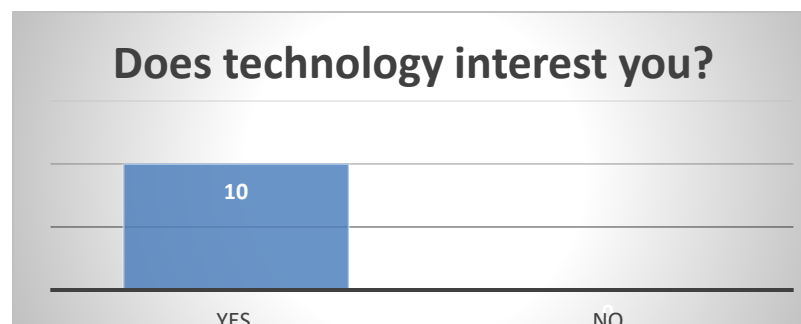
Despite the fact that most teachers believe that positive effects of technology overpower the negative ones, they believe that it is not always inalienable in the language classroom. As T7said: "Technology is not a tool that the classroom cannot be held. It's just a tool that helps students improve, get involved and give opportunities for class to become student centered".

Furthermore, teachers believe that technology is very important when it comes to teaching grammar. T5 said: "Technology labs are important for my students when doing grammar activities. It gives them the chance to master the grammar as we do not have enough time to do them in the class".

With this in mind we move to the other question if the teachers think they have enough training regarding using technology in language classroom?

Figure 2. Teachers' opinion about their training regarding technology

What we concluded from their answers is that teachers do not have enough training regarding using technology in the classroom. 60% of the teachers doubtedly claimed that they have enough technology training. The most trained teachers technology wise were the ones who did a masters. T6 said that: "I have

Do you use technology in the classroom?

30%

50%

20%

- Yes
- No
- Sometimes
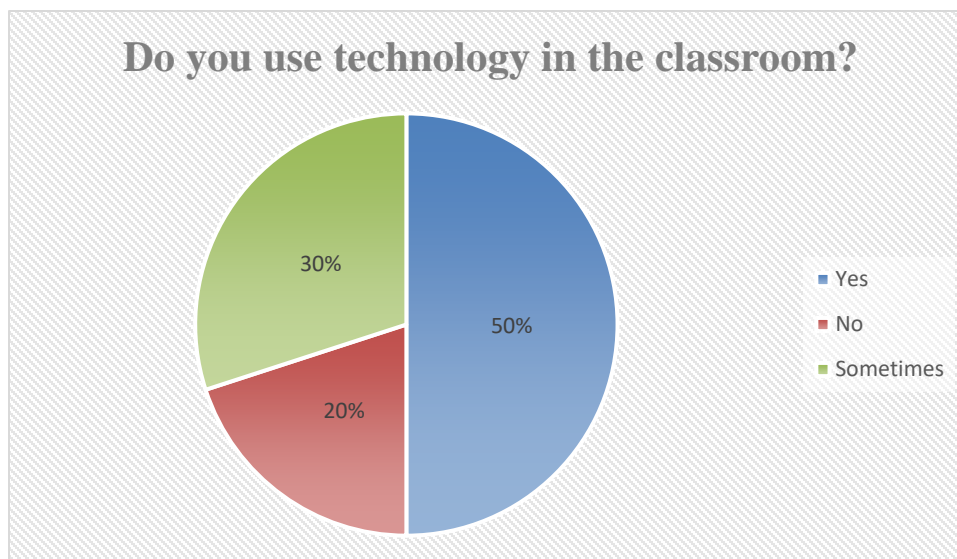
had taken courses regarding technology pedagogically and how to use programs such as Network, Preschool, iTalk, CALL etc as well as technically in my master studies".

Additionally, T7 too, said: "I think I've got enough training. In my master studies I've passed an exam called CALL. We've been practicing to build up and set up webisites ever since".

Another teacher (T5) claimed that she's had enough training because she attended seminars and she's used to using it because she has to". Similarly to that, T3 said that: "I don't have enough training pedagogically, but I know how to use it because I am young.

However I am not improving pedagogically because we are not provided with technology either". Another pair of teachers stated that they think they have enough training but didn't mention what kind. Some of the teachers gave straight answers declaring that they are not trained at all regarding technology neither pedagogically nor technically. T4 said: "No training, we need to work more on that field". T2 answered shortly: "No training at all".

The next question was aimed to find if they used technology in the classroom. Their answers helped us get the given reults:

Figure 3. Teachers' usage of technology in the classroom

Do you think you have enough training regarding using technology in language classroom?

40% 60%

- Yes
- No
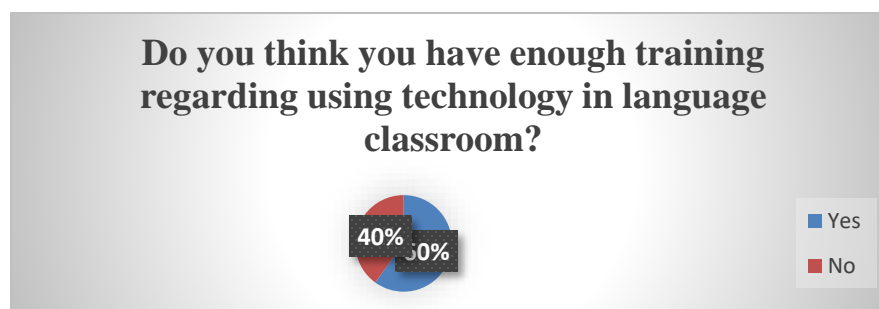
Concerning this question, half of the participants revealed that they use technology in the classroom. How do they use it? Some teachers use it more and some others less than others. T2 said "We use one computer and one projector. We present the lesson through that".

T5 said: "We use projectors for giving lessons, we use the whiteboard, and we use internet for different online programs. Moreover, T8 said: "We use CD player for the books with CDs, and we use email to share homework and exercises". On the other hand, a small percentage from the intervieewed teachers said that they do not use technology at all or very rare, maybe once during the semester.

T1 said: "Very rarely I use my personal laptop, we work in circumstances where we're not given opportunities to use it". Another one (T9) said: "I have started working here since last semester and ever since my arrival I haven't used technology at all".

Meanwhile some of the teachers were not sure about how much they use it, they answered with sometimes. T3 said: "Sometimes I use it, mostly not though". While T4 said: "Sometimes I use it. When we finish with the material, in order to do an interesting quiz, we use some kind of games (such as jeopardy) game. It is really interesting for the students; it keeps them entertained".

In our 4th question we asked if the schools they taught in provided them with technology.

7/10 teachers stated that the only item they're provided with is a projector. T1: "We have one projector, and we share it among 5-6 teachers". T4 said: "They provide us with a projector and I bring my own laptop with me". T3: "Not provided with anything bar a projector. It's not that it helps us with anything, however". One teacher said that they're provided with projector, laptop and wifi. On the other hand, from a different school, two teachers said that they're satisfied by the technology they're provided with. T5 said: "We're basically given everything we need and what they (students) need. We have laptops, we have 8-9 projectors, 4 smart whiteboards etc". Similarly T10 proudly showed us that they use: "whiteboards, CD players, laptops, projectors, wifi etc".

In relations to our 2nd resarch question that is adressed to identigy the obstacles, we asked teachers what are some limitations that they face in applying technology in the classroom. Most of the teachers claimed that they don't face any difficulties regarding technology and that's because most of them don't use it regularly. However, some of the limitations they think they would face holding a language class and usage of technology are: they don't think the state curriculum provided for them allows them to do it properly. T4 argued that: "the usage of technology is not of big importance when creating the curriculum by the officials." Similarly answered T2 saying: We have so much much material to cover during the year, technology remains of second hand considering the time consuming effect that it has".

Additionally, teachers believe that there's not enough qualitty content to teach with technology. T7 argued that: "considering the lack in other more basic aspects that we lack in teaching students the language, there's not enough qualitative material provided for us and finding them by ourselves is as tiring as it is time consuming". However, the most frequent answer that we got from the teachers was that stechnology causes separation of the class, making it much less interactive.
The ones who said that they use technology regularly on the other hand, gave us some finer and more acceptable answers to reality. They stated that the most usual limitation they face are technical issues related. T7 said: "Sometimes we don't have wifi and sometimes the programs do not work. We're assigned to work with edubuntu instead of windows, and edubuntu do not give us a lot of opportunities". Moreover, T5 comparably said: "sometimes we are faced with power outage, trouble with internet etc. What can go wrong pedagogically though, depends on the teacher and how much he's willing to use it and how much he's trained in that field".

5. DISCUSSION

The purpose of this research was to examine the integration of technology in language classrooms, specifically teachers' beliefs and practices regarding the use of technology, and the limitations that they face when using it.Our findings conclude that technology is of interest to all the participant teachers of high schools we visited. However, that doesn't mean that they use the very same tool for school purposes, but it's the widespread of it that has everyone included in this enterprise.
Teachers are intended to work with technology twice a week, but that rarely happens.. sometimes once a semester. What makes the integration of technology almost non-existent in these schools is that apart from them not being provided with even basic technology they are not trained enough how to use it. The teachers not being trained enough to use technology is current in many countries around the world. A case we can relate to ours is the one we mentioned before conducted by Akram Kazemi. In his paper, he concluded that

most of the professors were knowledgeable in other areas but when their computer literacy was considered, it was understood that they use computers and the Internet at low-levels. Not having the opportunity to use technology prevents teachers from developing in this aspects and stagnating to reaching high levels of getting the utmost of the contemporary education compared to the most developed countries. In relations to what teachers believe, I can say that they are not enough aware of the great impact technology is having nowadays in the process of teaching in the language learning. This awareness is visible from their practices using technology rather than conscious learning of teaching strategies and development opportunities to integrate it in a proper way. Regarding our aim to find answers to our research question about the limitations they might face in applying technology in a language classrooms couple of teachers said that with the involving of technology the class gets less interactive. This point made by them is opposing to one of the attributions Butler-Pascoe and Wiburd (2013) proposed a successful integration of technology in the classroom. They claimed that one of the most relevant characteristics that technology offers is that technology provides interaction, communicative activities, and real audiences. [SEP]

CONCLUSIONS

There's a complex relationship to what teachers believe and their practices when it comes to technology. One thing is for sure, in order for us to be considered as a highly developed country we need to give massive importance to the incorporation of technology compared to what we already do. What should be invested in this field apart from the providing schools with technology initially is what opportunities are given to use technology. It should be oriented starting from planning activities to more complex things such as integrating strategies that would contribute to the development of collaborative, and interactive ways for students in learning a language. We can conclude that these schools miss two fundamental and crucial remarks: lack of technology items in the classroom and lack of training how to use those missing technologies.

Although I was careful with my research I am aware of its limitations and its shortcomings. The limitations of my research are the small number of participants in this research. In addition, the authentic sources and the subjective claiming of the teachers might have limited my research. Some of the teachers claimed that they use technology but contradictory they said that the school does not provide them with technologies or that they don't have enough training regarding technology.

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Appendices

Appendix 1: Interview Questions
1. Does technology interest you?
2. What are your beliefs about using technology in the language classroom?
3. Do you think you have enough training (technical & pedagogical) regarding using technology in language classroom?
4. Do you use technology in the classroom?
5. Does school provide you with technology?

6. What limitations do teachers face in applying technology in the classroom? ⌞SEP⌟

MONEY VS TRADITIONAL TEACHING

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ABSTRACT

A great teacher takes a hand, opens a mind and touches a heart…this is my motto of life. Being a tutor is not just a job that you do for money, it's a job that you dedicate your life to. Being a leader in the classroom is the most important role that can make a lot of changes, build one's personality and dictate with one's future. The best teachers are those who show where to look, but don't tell you what to see. That is the purpose of this profession…to guide, help, show but not tell and do the job for you. Unfortunately, every human being is different than the others, so are the teachers as well. Every tutor has a different style, goals, aims, plans, methods and approaches how to work with students. Many people say that under the traditional teaching, they mean when the teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision making skills…while modern or constructivist approach to teaching involves a more interacting, student-based of teaching. On the other hand, online tutoring is my personal version of modern teaching. It is the 21st century when computers, phones, speakers, earphones, web cameras etc. are part of our daily routine. Online teaching is the method of working with students through your computer or smartphone, even if you are thousands of kilometres away. The difference between the modern and traditional teaching is that, if you are teaching online…you don't know your students, and they constantly change because they pick the teacher. As for the traditional teaching, you have one class, book, whiteboard, marker and you have many students sitting in front of you. Having only one student(in most cases), while tutoring online is a great way to start with teaching and to gain more experience. The student is eager to learn, tries really hard to improve and most importantly, you have students coming from different countries, religions, traditions and even ages starting from 3 to 68 (from personal experience).

Keywords:online, traditional, teaching, tutoring, research

• INTRODUCTION

I believe that teaching is the most important profession in the world. Without the transfer of knowledge to young minds, we will stagnate and wither as a world. Teaching is hope for better, more successful futures. Learning is hope for becoming better individuals, for gaining intelligence, and for implementing practical experiences in our future. Teaching is the best job. However, the first thing you need to do not as a teacher, but as a person is to find yourself…to create your own, unique style of teaching and to know the goal and motive for doing this amazing job. Every human being learns throughout his entire life; you can never know everything. We learn even from little things, unexpected moments through life when we least expect to.Becoming a teacher can be difficult to put four years of knowledge into their teaching and into a classroom environment. A teacher is a person who plays the most important role in the improvement of any student. The future of those students depends on the qualities and the dedication of that teacher. If a student is bored with the content, they are not going to want to learn it. Every student must feel respected, valued and heard.

The reason why I chose this topic is because I wanted to see how many people are familiar with the so-called "online teaching", to compare both ways of tutoring and if possible, to decide which one is the best. Also, I have experienced both styles so I will be able to share my personal opinion and experience with

others. I can compare them both thoroughly and hopefully people (future and present teachers) will have a better picture of how different online teaching is from the standard.

- **ONLINE TEACHING**

Although it is very traditional for teachers to teach in a classroom, online tutoring is rapidly becoming a very important and crucial factor in everyday life. Even though teaching in a classroom has its advantages, online teaching has its advantages as well. Teachers can evaluate the different ways individuals are able to communicate and cooperate. Online learning is one of the upcoming trends in the education sectors all over the world. This is a mode of learning whereby learning is done at home, in front of the computer and while using the internet. With modern and improved technologies, this mode of learning has been made easier. The students study from a place that is most convenient for them. They can acquire learning material online. The study and learning materials could be audio, texts or notes, videos and images. This mode of study is preferred for higher learning institutions.

Online classes are gaining more and more legitimacy and are fast becoming a legitimate alternative to traditional classes. It's a great asset because all students are required to participate in the class, and participation can be measured objectively. Therefore, nobody can skulk in the back of the room and not talk or dominate the conversation. Also, classes can be taken from anywhere that has computer access. The classes can be conducted while sitting in your pyjamas, drinking coffee in a cafeteria, walking down the street…Online education does not require students to travel to school as one can easily study from a computer connected to the internet. Another advantage is that a student can access learning materials from any point so long as there is an internet connection. Online education also improves a student's skills in internet use. The students are also able to acquire updated information through the internet. This makes it easy for them to complete and submit their assignments in time. Online education is comfortable for students as they can study from anywhere the wish as oppose to those who have to study in classrooms. It is also possible for communication among students and between student and faculty. Online education has various disadvantages too. Students cannot meet their tutors or teachers like those who study in classrooms. Time management is also a disadvantage. Online education requires proper time management. Thus, the mode of study may be preferred for institutions of higher learning as opposed to secondary and primary level education.

- **WHO SHOULD BE TEACHING ONLINE COURSES?**

Not everyone is gifted for a teaching job, and it's not simple. Just by being a native speaker or if you know a certain language, that doesn't mean that you can be a teacher. Being a tutor is probably the most difficult and demanding job ever. You need to love working with people, special and even problematic students, to know how to get their attention, to use the best teaching method in order to share your knowledge, to be lovable and professional in order for the students to love and respect you… You either have the gift or you don't, not everyone has the ability to do the job properly.

- **WHO SHOULD BE TAKING ONLINE COURSES?**

Everyone who wants to learn more can be part of online learning. All that is needed is a headset, stable internet and money to pay for the classes. It's simple and easy, you can do it in the comfort of your home by sitting in bed. The classes are short and easy, also you will have the opportunity to meet people from all around the world.

There are a lot of online teaching companies, each one is different than the other, however they share the same motive and goal…to help students learn in the most comfortable way possible. I have been working

as an online English teacher for almost a year and 2 months, so I am well experienced also, because I have tried working for many companies. I am doing it in the comfort of my home. All I need is a computer, internet, high-quality headset(with noise reduction) and of course, knowledge and skill for teaching English. These are the basic requirements, but only for the not well developed companies or the companies that don't offer a high salary. If you want to teach for a decent amount of money, you will need a lot more than just that. For starters:

- Bachelor's degree in teaching or anything connected with English language
- Master's degree in teaching or anything connected with English language
- Possession of a certificates such as TOFL, TOEFL, CELTA, TOEIC…
- Teaching experience, both online and traditional
- Experience working with people (different level and age categories)
- Native speaker of English language
- Current resident of the US or Canada
- High speed internet
- I5/i7 processor
- Availability to teach during peak hours

As I mentioned before, there are a lot of requirements if you want a stable and better paid job. But, that doesn't mean that each company requires all of the ones mentioned above. Also, there are a lot different companies and all of the requirements depend of where they arelocated in. The best thing about this is that all the requirements from each company are shared online so, they are loud and clear. Chinese, Japanese, Russian and Spanish companies are dominating and there are a lot to choose from. However, if you search online there are tons of information where people share their opinion and experience. Also, there are many groups on social media where online teachers talk about each company and share all the requirements, advantages and disadvantages. The most important thing to know before applying and starting to teach is that, tutors are never alone. They always have their recruiter, interviewer, TA with them and of course, colleagues who are more experienced. There are also IT people who take care of the technical issues and are available 24/7, SA, students and teachers can talk even with parents if it's necessary.

- **INTERVIEW PROCESS**

After reading the requirements from the company, probably at the end of the page there's an apply button and by clicking on that one, another page(application) will open. Filling in all the missing spots in essential like:

- Name and surname
- First/second language
- Date and place of birth
- Skype id
- School/university details
- Current location
- Job experience
- Certificates
- Diplomas
- Sharing a profile picture,
- Voice recording/video recording is also important because the recruiters will have a general idea of your level of English, fluency and pronunciation

After filling in all the necessary information, a few days for the recruiters to check and reply at the application, will be needed. All the companies reply immediately after the completion of the application (when it's send), by writing an email that they have received and currently are checking the application. Finally, a few days later an email with the results will be sent by them and if passed, they will share all the

necessary information for arranging the interview. All the interviews are usually on Skype, because it's the simplest and easiest platform to work on.

They all start with: "please introduce yourself" and the interviewee has to talk for few minutes and share his/her personal information, job experience (all the details from the application) but on the interview, the interviewer asks again in order to check the fluency and pronunciation. Many companies have some tests before the demo class, usually speaking exam. They ask for description of a certain picture, they give few high-level of vocabulary and the interviewee has to explain and use them in a sentence…but usually the focus is on grammar rules. These are some examples:

- advise vs advice,
- loose vs lose,
- what are homophones/synonyms/homonyms
- active vs passive voice, given examples and to change the sentence from active to passive
- describing and pronouncing some words like: mischievous, discombobulated, alacrity, aberration, arcane…
- given word/sentence/phrase and the interviewee has to say how he/she would teach and explain it

After the grammar check, there is a demo class. This happens in 15 minutes where the interviewee has to pretend that he/she is the teacher and the interviewer is a student. The material will be given then and the "teacher" has to improvise, think and teach even though he/she sees the material for the first time. The process is like a real class, starting with the introduction and finishing with the wrap up. At the end, an email is sent to the applier with the results. If the results are good then comes the next process which is the training and orientation. It usually takes 4/5 hours to be completed, where all the "newbies" are taught how the classes are conducted, platform, background and all the extra information about the company is shared. When completing this, next comes the profile information where the teachers create their profiles with picture, video and all the necessary information. At the end the new teacher is ready to start by opening some slots and waiting for the students to book the classes. The schedules are flexible, so the teacher chooses the time of work.

- **ONLINE CLASSROOM**

As previously mentioned, each company has it's own rules, policies and even teaching platform. It takes some time to get used to it and to feel comfortable teaching. But the most difficult thing to handle when starting to teach online is the time difference. Most of the companies are Japanese, Chinese…which are 8/9 hours ahead of our current time in Macedonia so it takes a lot of time to convert, get used to it and not stress out over it. It also takes a lot of time to adapt, because it's all about the peak hours, and if they are in the morning…a Balkan teacher will have to work during the night, from 10pm until 3/4am.The length of the classes is usually 25 or 45 minutes but companies pay by an hour. So, two classes of 25 minutes or 1 class of 45 minutes counts as 1 hour.

- **MATERIALS**

The materials are shared on the webpage where students and teachers have access to them 24/7. The students choose the materials and in most cases, the teachers have enough time to prepare for the lesson…but not always and not with every company. They are given to the teachers when the students book the classes, which are sent either via email or on the web page where the class is booked, next to the student's information. The materials are well prepared with a warm up activity, review from the previous class and extra activities if the teacher and student finish with the given material beforehand.

- **EVALUATION**

Both students and teachers are evaluated after each class. Teachers are ranked by the points and feedback from the students. On the webpage there is the list of all the teachers and each one has a certain number of points or sometimes a grade. The reason for this is, the students see all the comments and feedback and they choose the teacher they would like to work with. As expected, the teachers with most points/best grades are on the top and have the best booking, usually all the open slots are reserved as for the teachers on the bottom of the page will have to try harder in order to get booked.

As for the students, the teacher explains how was the student during the class to the SA who is responsible for the student's performance. Not a lot of information is shared how it all goes, but one thing is for sure…the students are always right, no matter what.

- **STUDENTS**

Just as in a traditional classroom, every student is different and unique in it's own way. There is a background story to each one, some of them really love to learn and try really hard…some of them are forced by their parents and are not that excited.

"The good students" can be found most often to be honest, especially if they are teenagers or adults. They do it for a specific reason, with a lot of inspiration and motivation to improve and learn. Students try really hard and do their best and try to get as much information from the teacher as possible.

"The problematic students" are really rare, not as in a traditional classroom. In this category are kids and young teenagers, who usually have nothing else to do, are either forced by their parents or are bored at home. It's almost impossible to get their attention and to make them complete the activities or exercises. But, there is always another plan…using games, fun activities, songs, videos are few of my personal tricks that always work. At the end of the day, it depends on the teacher, if he is passionate and wants to get their attention…he will find a way to do it.

- **TEACHER ADMIN**

All the teachers are part of a certain group, each group consists of around 15/20/30 teachers and one or sometimes two admins. Of course, the admins are always available for any questions, concerns and problems. And the groups are created in order to help the new teachers adapt and learn through the help of the more experienced teachers. All questions shared on the group are answered by the other teachers, so the newbies can never feel lonely or without someone to help them.

- **TECHNICAL SUPPORT**

In each company there is a group of people who's job is to take care of all the technical issues. Their job is to make the platform and teaching experience as smooth as possible. If the teacher has any technical problems or even the student, their job is to fix that. Technology is the most important tool for online teaching, and in order for the teacher to do his job properly, the platform needs to be stable. If the microphone, headset, internet, electricity, connection…is not working properly, TS should be immediately notified and they will take care of the rest.

- **IMPROVEMENT**

Just as in every company, there is always room for improvement. The same goes for online teaching, the teachers start from the bottom but if they show off, try hard and do their job properly, they can improve and become recruiter/interviewer/TA/SA…It takes a lot of time and experience for that, but it's good when you have a goal and you do your best to accomplish that.

- **TEACHING PLATFORM**

There are tons of ways in order to get the class conducted. Each company has it's own platform which is easy and simple to use. The materials can be found there, with the link of the class and you have all the necessary tools to work with like: pen, marker, lines, shapes, rewards, pointer, cut and crop, screenshot and even put the student on/off the bench. Most famous platforms are: skype, zoom, classin, qqclass, gslauncher…

- **TRADITIONAL TEACHING**

This way of teaching is as simple as it can get. You do it in one classroom, with the same students for at least one semester, with a lot of breaks and free time in between classes, sitting and working with colleagues in one office. Just the thought that you have to work with the same students over and over again for a semester, can be really scary. You will have the chance to meet them better, but usually there are a lot of problematic students that you don't want in the class, but you won't have a choice. Just as in online teaching, the teacher does not choose the students…he/she has to adapt to their level or age group, get to know them better and work with them for a long period of time.

When it comes to discipline and motivation, traditional education does have an advantage in the eyes of many. The structured schedule of attending class a handful of times per week and having routine face-to-face interactions with instructors can help keep students on task. Students in traditional, on-campus settings have more opportunities to be reminded of upcoming assignments, which can help if you tend to procrastinate on large, time-consuming assignments.

Despite technological advances, traditional education is still likely the better option for those who thrive on face-to-face communication. Seeing and interacting with your instructors on a regular basis can be motivating for some—it's a little easier to go the extra mile if you know your instructor is likeable and invested in your education. Traditional, in-class settings may also offer more opportunities for spur-of-the-moment questioning or interesting tangents that may help a concept "click" in the minds of students.

- **INTERVIEW**

It all starts by a post from a certain school or university, that they are looking for a teacher. Most of the times, the requirements are not explained in details and sometimes we can not be sure if the post is real or not, maybe it is shared only because of political purposes.The hiring process occurs in a room, after the written application has been approved…by a face to face communication where the interviewer and interviewee talk and exchange information. There are questions asked by the interviewer that are different than the ones done while having an online interview, and the questions look like this:

- What is your philosophy of teaching?

- What made you decide to be a teacher?
- What brought you to our district -- or why would you be a good fit for our district?
- What do you think makes a good teacher?
- Describe a typical day/class period in your classroom.
- How would you deal with an angry/upset parent?
- In what ways would you modify your classroom for students who are mainstreamed from special services?
- What are some lessons/units you've planned?
- How would you handle learner differentiation in your classroom?

After the interview comes the training if necessary and after some time, the teacher is ready to start teaching. Before that, normally the teacher has to learn the structure of the school, where the classrooms are placed, meeting the other staff, rules of the school etc.

- **CLASSROOM**

All the classes are conducted indoors, at the school. Each class has it's own classroom and the teacher just goes there and finishes with the class. But the best thing is that the teacher is physically there and you are not doing it from home. There is plenty of space to arrange the desks according to the teacher's style and wishes.

- **STUDENTS**

Most of them do not want to be present in the class, especially in high school. They are attending the classes because they are obliged and because it's mandatory. They don't want to participate in the class, just want to eat, sleep, talk with classmates and have fun. It's difficult to work with those students, because there are few people who want to learn and are active during the class, and are attending because they want to learn something. Also, the fact that there are around 30 students and only one teacher, can be scary sometimes.

- **MATERIALS**

Usually the teachers create and choose the materials according to the subject and the level of students. In most cases, they teach the same materials and use the same books for years, so everything is familiar and after few years they don't need to prepare as much as they did when they started. The materials are usually the same as the ones from the online teaching, all the skills are covered, focus is on fluency, pronunciation, vocabulary, grammar etc. The experience gained throughout the years can be really helpful and can make the job easier. Also, there are tests done and corrected by the teacher which affects the students a lot. Students believe that it's all about the grades from the tests, so the time before and after the exam is probably the most stressful time for teachers and students.

Is online education as effective as face-to-face instruction?

Online education may seem relatively new, but years of research suggests it can be just as effective as traditional coursework, and often more so. According to a U.S. Department of Education analysis of more than 1,000 learning studies, online students tend to outperform classroom-based students across most

disciplines and demographics. Another major review published the same year found that online students had the advantage 70 percent of the time, a gap authors projected would only widen as programs and technologies evolve.

While these reports list several plausible reasons students might learn more effectively online—that they have more control over their studies, or more opportunities for reflection—medium is only one of many factors that influence outcomes. Successful online students tend to be organized self-starters who can complete their work without reporting to a traditional classroom. Learning styles and preferences matter, too. Prospective students should research programs carefully to identify which ones offer the best chance of success.

How do I know if online education is right for me?

This style of learning is probably the most comfortable way of learning. You are doing it in the safest place…in your room where you are alone. Just by having a class while sitting in the house, makes a student more confident, cosy and he will be able to express his thoughts in the best way possible. Furthermore, students choose the teachers, so you can have the best teacher out here, and you can replace him whenever the learner wants to. Also, the student chooses the material, which is probably one of the best advantages. The learner can be taught whenever he wants, however he wants and also, can manage the time and class according to personal taste. If that's not enough, by having a class online, the teacher is 100% dedicated to the only student in the class and can have all the attention. By learning online, the teacher has the most difficult job, which is to adapt to the student's needs and wishes. And, if you are a person who wants to meet new people from all around the globe, there is no better way to do it. And at the same time, learning a lot of different things and improving your knowledge is the priority in the class. Last but not least, choosing the length of the class is the best thing ever. If its difficult to concentrate and give your best in 45 minutes, 25 minutes class would be perfect.

- **ADVANTAGES VS DISADVANTAGES OF ONLINE LEARNING**

Advantages	Disadvantages
More interaction	No classmates (lack of group/pair work)
Flexibility in dividing your own time	Learning from a computer screen
More comfortable	Impersonal
Lower costs	Requires a lot of self-discipline

(https://elearningindustry.com/advantages-and-disadvantages-of-online-learning/
retrieved on August 17th, 2018)

- **ADVANTAGES VS DISADVANTAGES OF TRADITIONAL LEARNING**

Advantages	Disadvantages
Active learning	Favoritism
Active Participation of students and teachers	Spoon Feeding
Scheduled few months in advance	Extracurricular Activities distort students
Recreational Activities	Expensive
Team work (working/studying with friends/colleagues)	Group work ("stuck with the same group of students/colleagues")

(https://www.essaymania.co.uk/5-advantages-and-disadvantages-of-traditional-education/ retrieved on August 17th, 2018)

- **CONCLUSION**

At the end, we realise that it's all about personal choice. Some people prefer to work or study alone, they want all the attention, and some people like to chitchat, have fun and be accompanied by colleagues. It's definitely better to learn if you have the teacher's dedication and attention for yourself, but there are a lot of activities, lessons that are better done with pair or group work. Sometimes it's better if you have a classmate to help and learn from, to not feel lonely and someone to have fun with while learning and doing some activities and games. Working in pairs could be even more useful because one student will definitely have better level of English and can help the other student in various ways, sometimes even by using the mother tongue to explain. The best way to have fun during the class is to use fun activities like games, and the best way is if you have one more person to enjoy it with. However, this can be helpful for extrovert people…as for introverts, the only way for them to feel comfortable and do their best, if they work alone. Some people are good with technology, some are not that used to it and they will need more time to get used to it. Some teachers prefer to work only with one student, some with groups, few teachers want to work from home in their room and a lot of teachers want to go to school, teach, spend time with students and colleagues and have face to face communication.

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USAGE OF E-BOOKS VS. PRINTED BOOKS IN THE CLASSROOM

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ABSTRACT

We are all aware that the process of reading has changed a lot. As we may know, the usage of technology is implemented even in the printed books. According to that, the e-books provide a tool not only for students but also, for teachers and schools. Also, this type of tool can support the learning process. Students can learn and live productively in this global world. But in general, some students still prefer printed books. The primary reason is because they are used to them since the first day of their education. In addition to this, people interact better with printed books. On the other hand, the usage of e-books as printed books in the classroom at schools is a new model especially in developing countries. Not all schools can provide computers, tablets or kindles for their students. As a result of this, the main factor is lack of funding in the educational system and traditional ways of reading books. Also, there are a lot of advantages, limitations, strategies and framework of using e-books and printed books in the classroom. In this research both types of books will be analyzed, as well as students' opinion will be implemented. More importantly, which of these types of books is preferred in nowadays classrooms. Therefore, the research question is set to break the barrier among the usage of the printed books or traditional books and electronic books or modern books in the classroom.
The hypothesis proves that: the students are divided, one half prefer the e-books and the other part like to stick to the printed version. Moreover, it is a fact that we are all affected by the digital era.

Key words: e-books, printed books, reading, digital era, education

1. INTRODUCTION

In recent years technology has become very popular. Because of this, we are all aware that the process of reading has been changed a lot. According to a lot of stereotypes and prejudice, all of us have some opinion about the usage of E-books vs. printed books. Also, we can find a lot of stereotypical advantages and disadvantages about the usage of E-books and printed books in the classroom and outside of the classroom.

With this intention, introducing E-books to students is a way to meet your students where they already are. Because, they're on these devices at home, on the bus, at shopping malls and on summer break. Also, when they want to teach themselves how to do something on their own they rely on Internet analysis and communication with their friends. They're comfortable and relaxed with the digital environment, and they look to it for direction, instruction and for fun. But in overall, is good to mention that there are some students who still prefer printed books. The primary reason of this fact is because they are used to them since the first day of their education.

On the other hand, the usage of e-books as printed books in the classroom at schools is relatively a new model specifically in developing countries. We are all aware that not all schools can provide computers, tablets or kindles for their students. The main factor is lack of funding in the educational system and traditional ways of reading books.

The research question is set to break the barrier among the usage of the printed books or traditional books and electronic books or modern books in the classroom.
The hypothesis proves that: the students are divided, one half prefer the e-books and the other part like to stick to the printed version. Moreover, it is a fact that we are all affected by the digital era.

1.1. The research investigation

This research investigation started in June 2018. In this field of study, the usage of the „Comparative method" is the most important. The word comparison derives from the Latin word *comparare*, which means "to pair, match."

David Collier (professor at the University of California, Berkeley and scientist) wrote that: „Comparison is the major tool of analysis. A tool that gives strengthens to our power and plays a central role by taking into focus similarities and contrasts among cases."[58]

As a literary construction, comparison is an extensive term for any act of describing the connection between two things or more things. These things (whether people, actions, imperceptible concepts, places, etc.) may be similar or different to any degree. Through comparison, a writer may express new connections that the reader may not have thought of or may make an unfamiliar thing more familiar.

„There are a lot of types of comparison such as: analogy, juxtaposition, allegory, metaphor, pun and simile. Comparisons are very significant in literature because writers are creating a new world for the student to understand and become interested in, and writers must display how this new, fictive world is similar and dissimilar from the one the student lives in"[59]

The objectives and goals of this research are:

1. To compare the usage of e-books vs. printed books in the classroom.
2. To analyze not only the books but also their influence in the 21st century.
3. To make a survey with students and professors about e-books and printed books.
4. To create a questionnaire for students to be able to find out how they are learning better.

To be able to show results better, different kinds of charts and graphs will be used. All the results of the observation, notes, interviews, questionnaires, surveys and experiences will be part of the research. The last and certainly the most important step will be the conclusion of this process and giving recommendation. Also, according to this research some limitations might be encountered. To find appropriate and good target group is not easy because when you are working with students you might find some limitations. The participants of this analysis are only university students and professors.

1.2. Overview of the participants

In this research investigation, five university professors and fifteen students volunteered to participate and share their opinion about this topic. The professors and students are part of „International Balkan University" in Skopje, Macedonia.

Table 1. Overview of the participants

Number of professors	Number of students	University
5	15	International Balkan University

2. E-BOOKS

An electronic book or E-book is a book available in digital form. This kind of books is consisting of images, text, or both, readable on electronic devices or on the flat-panel display of computers.

Also, sometimes this electronic version is defined as „an electronic version of a printed book". For the purpose of that some electronic books occur even without a printed equivalent. These Electronic books can

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[58]http://polisci.berkeley.edu/sites/default/files/people/u3827/APSA/TheComparativeMethod Retrieved
[59]http://www.literarydevices.com/comparison/

be read on dedicated e-reader devices. But still we can read them on every computer device that structures a manageable viewing screen. For example: laptops, tablets, desktop computers and even including smartphones. According to a lot of researches the main motive for buying e-books online is probably really lower prices. With buying E-books people have increased comfort. People can easily buy books from their home or workplace. At least they have a bigger selection of titles. Even more non-fiction, fiction, science fiction, mysteries, thrillers, encyclopedias, dictionaries, comic books come in E-book formats. Nowadays all of the genres can be found in electronic version. Even the children's literature. Also, the technical product is very suitable for electronic book delivery. Because of the fact that it can be searched for keywords.

In that case, according to the terminology, E-books can be found as: „Digital books", „E-editions", „E-journals" or „EBooks". The device for reading electronic books is called „E-book device". As well as can be found like „E-reader".[60]

2.1. The history of E-books

If you have an e-reader, you don't own the book – if you buy a print book, you own the book.
- Alexandra Humphreys
When you buy an electronic book, you don't own it still because one day Amazon may take away the book.
- An associate librarian at the Downtown Phoenix Campus's library

First of all, the first electronic reader appeared in 1998.But in that period of time they didn't increase their popularity until 2012. In 2012 more authors began to convert their printed books to an electronic format. This was period when the companies made the E-readers compatible for travel and also, accessible with online content. In this case book lover have the opportunity to have complete ownership of the book.
However, these problems will be fixed very soon. This will happen because of the fact that our society is moving in the direction of being dependent on technology.

2.2. E-book formats

As electronic book formats appeared they also, had support from major companies. For example: „Adobe" with the „PDF" format was introduced even in 1993. Eventually like most other formats, this type of „PDF" has specific dimension and exact layout.

Under those circumstances is important to mention that: different electronic reader devices followed different formats. A lot of formats accept books in only one format or even few specific formats. To put it briefly to limited readership of electronic books, authors and as well as independent publishers made a specific standard for selling and packing electronic books.[61]
As has been noted in 2010, electronic books continued to gain in their own high-quality and professional underground markets. A lot of electronic book publishers began to distribute books that were in the public domain. Incidentally in the same time, authors with books that were not accepted by the famous publishers offered their original work online and available to everyone. In the fact that their work (books) can be seen by a lot of population. According to this, in the same time a lot of catalogs of books turn out to be available on the world wide web.[62]

2.3. Why E-reading is better than regular reading?

1. One-handed reading
We all know that one-armed people should have sued the book industry ages ago. The reason is simple, it's called „discrimination". Because of the fact that reading a book one-handed is impossible. As was previously stated, electronic readers are very much easier to handle. In this situation is not just one-handed

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[60]https://en.wikipedia.org/wiki/E-book#E-book

[61]http://www.gutenbergnews.org/20110710/ebooks-1993-pdf-past-to-present/
[62]https://en.wikipedia.org/wiki/E-book#E-book_formats

people that benefit from this. Also, in this category we can put the group of lazy people. A lot of us want to hold a cup of coffee or hot tea in the one hand and a good book in the other hand. This is not only a category of free hands. This means that our book stays open more easily. However, you don't block the view with your fingers.

2. No page curvature

Pages curve. We all know that. But, screens don't. This fact means that an electronic reader allows you to focus easily on the words.Also, an open paper book will sort of arch toward you in the center. There is a situation while the inner and outer edges curve away from you… It's a difference, but one which occasionally requires repositioning the book for greater visibility, or constantly refocusing your eyes to accommodate the focal distance.

This case is often with large paperbacks, which usually have floppier pages.But there's another bonus here as well. The biggest problem with page curvature is when the words go so close to the spine of the book and you can barely read them.

3. Font options

Maybe you didn't know but typography preferences can really speed up the reading process. They allow the readers to customize the appearance of the text and to suit their needs. Even more, font size and line spacing can be extremely useful for readers with bad vision. However, the option for choosing a more readable font is only going to make things more relaxed and comfortable.

4. A dictionary!

A dictionary! Don't forget that if you click on any word, you will get a dictionary definition. Also, you have a Wikipedia entry, and sometimes more. This option is very useful, especially for younger readers. But not only for them also, for foreign language students. Dictionary is the basic tool for all foreign learners. Another case are the native speakers. Can you imagine an older text that is full of antiquated terms?

Regardless of this, reading is often a great opportunity to build vocabulary.But not if you don't have a good dictionary. In contrast, if you do have one… maybe it is in your smartphone and you have access to it all the time. Consider that you might just not bother doing it.

In this technology era all you have to do is just click on a word. Maybe you might end up doing it every time, but there is nothing bad in that. Just remember that you will build new vocabulary without saying that you will look for the word tomorrow.

1. You can read in total darkness

It is not the fact that you would want to read in total darkness.In this case the lighting in electronicreaders such as the Kindle Paperwhite, Nook Glowlight, and Kobo Glo also allow you to read in low light. This is very useful in all sorts of situations.Buses, train rides and even overnight flights, after the lights are off,are all acceptable and excellent examples of places where you might want to read. You will forget to switch on a lamp and disturb everyone. Of course, there are a lot of chances where you can use a head lamp or an attachable book light. However, it is clearly superior when the screen light is just always there.

2. More portability (and accessibility)

This is very useful for voracious readers who also like to travel, without much to weigh them down. When in fact, for people with tiny apartments and limited storage space.[63]

2.4. E-books in the classroom

By the way, different students learn differently, and electronic books help our experienced teachers to provide the most up-to-date best teaching practices. While including differentiation strategies.

1. Assistive technology

Remember that meeting the needs of diverse learners and readers, is often challenging. The beauty of electronic books is that you can modify the sound and visual settings just to assist learners who have learning disabilities. With this in mind, some electronic reader apps have text-to-text speech. In this way, common core says that learners need to be exposed to complex text. Easily can be said that, you

[63]https://snarkynomad.com/10-reasons-why-you-might-like-ebooks-better-than-paper/

can jump to higher levels of complexity by using electronic readers. In this case, listening to the first couple chapters while they read along helps them to develop fluency with the author's sentence structure. Also, helps with the difficulty of pronouncing unfamiliar words.

2. Literature E-circles

ScholasticStoria is a new electronic reader application. This application is designed for all teachers, parents and students. On this application, teachers have the opportunity to create digital literature circles or even reading groups. In addition to this, the application provides the option to create bookshelves. These bookshelves are designed to reading groups or individual learners who need modified assignments. More importantly, this online application tracks the number of minutes the students spend reading. Also, the number of pages they read. Even more, which words they looked up using the integrated dictionary. The data of this popular application is used to track student/learner progress. As a result of this, the books marked with a lightning bolt are enhanced electronic booksthat contain interactive student tasks/activities based on the book.

3. Summer reading

The main question is: How do you motivate learners to engage in summer reading? As I said previously parents and teachers can use Scholastic Storia to track their child's progress. Important fact is that, if they more than one child, they easily can create a bookshelf. This means a bookshelf for each child and assign summer reading books to each of them. Under those circumstances, they can track which book their child is reading. Also, the number of minutes spent reading, and as well as view the words they looked up using the interactive dictionary. This option is very good investment because siblings can share the same electronic book library years later.

4. Low Price

Sometimes financial resources are decreasing in the school budget. However, you don't need to scared about the costs of electronic books. Many online electronic book libraries offer free classic literature.[64] Electronic books allow the student to take notes and highlight right in the text. Also, the students can use the search function to find relevant information. E-books allow to take advantage of the text-to-speak function. As was previously stated, electronic books adjust font size and screen brightness. Specifically, when specified as an accommodation.

3. PRINTED BOOKS

As we may know, a book is a series of pages. The pages are assembled for better reading. As well as, the book's most common modern form is that of a codex volume. A codex volume is consisting of rectangular paper pages bound on one side. Also, with a heavier cover and spine. Books have taken other forms, for example: strips tied together, leaves on a string or scrolls. Moreover, the pages have been of papyrus, bamboo slips, vellum, parchment and palm leaves. However, the pages can be found of wood, silk and other materials.[65]

According to the etymology, the word book comes from Old English. The word can be found like„bōc". Similar to this word, for example in Slavic languages like: Macedonian, Bulgarian or Russian is cognate with „beech". This word means „буква" or in Latin „bukva". But the real translation of this word is „letter". In Macedonian language, Russian and Serbian language, the word„буквар" means a book that children are using in primary school. Especially those children that are first or second grade in primary school. This kind of books helps children to learn the techniques of writing and reading. However, similar to this the Latin word means a book in modern sense.[66]

3.1. Why printed books will never die?

1. Books have physical beauty.
I am not to saying that electronic books cannot be beautiful, for example as a medium. But electronic books are still new.Indeed, designers have yet to fully realize their potential. But if we are speaking about for

[64]https://www.scholastic.com/teachers/blog-posts/mary-blow/using-digital-books-classroom/
[65]https://en.wikipedia.org/wiki/Book
[66]https://www.dictionary.com/browse/book

paper books, we are already there. We all know that the book cover is actually a marketing tool. Moreover, it had to grab your attention. Also, for that marketing reason, the best designed covers were often beautiful and unique art pieces. That is not the same situation in the digital world.

2. Books have provenance.

Maybe you that, your favorite books define you. But, in this case, digital versions don't seem to impart connections that are very deep.

3. Printed books are collectible.

As a matter of fact, printed books possess the quality of scarcity.This fact means that your copy is unique on some level. Book lovers, who truly love a particular book it is clear that, an electronic version of the book is not an adequate replacement for owning a physical copy.[67]

3.2. Why paper books instead of E-books?

1. They help you sleep.

As a psychological fact is known that, many people read a book to help them sleep. This case is part of their practice and also, can be called a bedtime ritual. But if we are speaking about electronic online books maybe we will have some difficulties. In this situation electronic books can hurt you more than they can help you.

2. They help you de-stress.

In this global world, the word stress is very common word. According to the psychologists, reading for just 7 minutes helps you relax and calm. But, if you are doing this on a screen can have negative effects! While doing this research, I found that: overusing technology can increase our level of stress. Also, these types of stressful effects affect our mood. For that reason, my recommendation is: stick to paper.

3. They keep you focused.

As a matter of fact, if you're reading on a Kindle, you always have one option to click into the store to find another topic. But, that is not the same situation with the paper books. More importantly, a paper book forces you to pay attention to it and nothing else matters. This is great for building your attention and focus.

4. Physically touching a book helps you remember what it says.

Nowadays, a lot of studies show that you understand more when reading a paper book instead of reading an electronic book. There is only one possible reason and that is the included element of the physical touch. Physical touch in the combination with the feeling of paperprovides context that leads to superior and exceptional comprehension.

5. You can keep them in the same place.

To be clear on this topic, paper books can all be collected in the same place.They allow the readers to browse and choose easily such in a way that electronic books don't. If you are art lover, that collection can make a very good and marvelous interior design piece.

3.3. Printed books in the classroom

We all know that people read for many reasons. Even though, sometimes we're looking for an answer and sometimes we are looking for a very specific question. Moreover, we should keep in mind why we are reading. Maybe we want to pick up a text or to pick up an article in a digital format, or even, printed format. Even though we should know why we are reading. Of course, there is a difference here, in medium works best and for which purpose. If I say with other words, there is no exactly „one medium fits all of them" approach.

Some of the most logical finding from my research show that, medium does not matter so much. If we ask our learners to understand, accept and remember the clear idea of what they are reading at the moment, we will find out that, there is not really enormous and clear prosperity in selecting only one medium. We as teachers should always have in mind that reading activities are better in printed version. I know you are asking why printed version in this modern era? But the answer is simple. Printed version of reading activities acquires more engagement, collaboration and comprehension between learners. In this crucial situations do not matter the fact of their level, age or grade. Another point of view is that all teachers can

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[67]http://scitechconnect.elsevier.com/why-humans-prefer-print-books/

aware their learners that sometimes the medium they choose has a big influence on their reading and learning. This awareness could be set even in the primary schools.[68]

4. SURVEY

Fifteen students and five professors participated in the survey. They gave different answers about the usage of E-books vs. Printed books.

- Student number one said:

As a psychology student I can say from the comprehension and learning aspect: Readers retain information longer when they read in printed format than on digital. They may read faster in e-books but find it hard to recall information compare to paper books.

- Student number five said:

I think that, according to the feel and utility printed books give more real and authentic „feel",„nostalgia" and „satisfaction". I love the smell of the printed books that electronic book cannot afford it.

- Student number three said:

This is my topic. I can say that digital books are such a big deal that I can speak about them all day.Also, it's not just readers who can benefit. Above all, authors and publishers can benefit too. We also, benefit if we have the right books in our hands.

- Student number four said:

I think electronic books are better, in the future normal books will be gone only for the use of paper.

- Student number five said:

There's that distinct, unique flavoring scent that emanates from freshly printed books, that is absolutely irresistible... But there's nothing better than using the portable, small device with hundreds of books in it. Just the thought that I don't need to lift a heavy bag or luggage with tons of books inside, is amazing.

- Student number six said:

I can say that, I'm a person that prefers technology. All the different sources can be found only in a small device, where all my pictures, messages, applications and contacts are. That's the best thing in 21st century, all the details, information and things are situated in a tiny gadget.

- Student number seven said:

I like printed books because I love the feeling of relaxation while reading beside on a devices. Also, if I want to go back to check up on something from the book I think is way easier to note and so on and not going through links and folders.

- Student number eight said:

With electronic books a person can read in any light condition and highlight text for later reference, store a lot of books in one device, and carry it anywhere.

- Student number nine said:

My opinion is that, books offer a physical aspect, you can flip to Its pages and directly write notes on the book itself giving a more natural experience.

- Student number ten said:

I am a little bit different. I think that, students printed books are eye friendly. They give more natural reading experience which connects reader to the book. Furthermore, it does not require power, while electronic books on the other hand are the opposite of these reasons. E-books costs eyes to strain.

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[68]http://theconversation.com/the-enduring-power-of-print-for-learning-in-a-digital-world-84352

- Student number eleven said:

I am a person that likes to read a lot of books and would do it no matter what. So, I believe that every book-fanatic will find a way to do it cause it's all about the passion towards reading. I think that, It doesn't change anything if I flip pages or scroll up/down....as long as I love and enjoy the story.

- Student number twelve said:

As a language student I can say that, for me there is a great difference between electronic books and printed books. There is a certain pleasure in the smell of the pages of a new book and this is lost in an e book. So, for me I think that printed books are better in many ways.

- Student number thirteen said:

I love technology, especially smartphones and tablets. On today's day I think that electronic books are more preferable than printed books for many reasons. First of all, the device takes a whole lot of weight from our shoulders. Furthermore, is friendlier user and for those that like to take books when going to a trip, with the electronic book, we can take hundreds of books with us on the journey without having to carry heavy weights. But at the end of the day, it depends on the reader's preferences, some of us might find printed books better than electronic books.

- Student number fourteen said:

Yes, I know that, it is a fact that E-books are more practical, you don't have to carry them, you just have on your mobile and you can read it wherever and whenever you want, you may feel comfortable to read at any place, it won't be the same with printed books. However, I prefer printed books. When I read a printed book, I am more focused, and I penetrate to that world and vice versa when I read E-books it looks as I am reading any post from Facebook, I cannot be serious, and I don't remember things well. E-books don't give me the joy of reading, that's why I choose printed books.

- Student number fifteen said:

I like to study from E-books because of the fact that I can download them for free. But, when it comes to literature and reading for pleasure I like the smell of printed books.

- Professor number one said:

Students who have devices find E-books chipper than printed books. There are also free E-books on the internet which is also reason number one why they choose to read E-books. Printed books just cost more.

- Professor number two said:

E-books are environmentally friendly. As a professor I think that, with electronic books, schools will not regularly buy new printed books. Every year the curriculum is changing and there are new updates. For that reason, electronic books are very useful.

- Professor number three said:

With technology storage space is reduced. If we speak about more space. Let's be clear. Tablets can have hundreds printed books just on that one electronic device. Additionally, to this a lot of files, materials, tasks, quizzes and different homework's eliminate the need for printed books just because of the electronic devices.

- Professor number four said:

As a university professor I can say that, this is the fist generation to grow up with all types of technology. I mean, children and students are surrounded by tablets, smartphones, computers, electronic readers etc.… From my personal experience, students learn better from printed books. But not only better, they also, learn more effectively from printed books than from their electronic screens.

- Professor number five said:

I would like to be modern, so in that way I can say that, with technology classes are more interactive. Especially with electronic books. The future is going to be brighter for all electronic tools that are useful

for every classroom. The education system is going to be modern and interactive. Students will be more engaged, collaborative and supportive. The result of this is just superior performance among students.

4.1. Data analysis
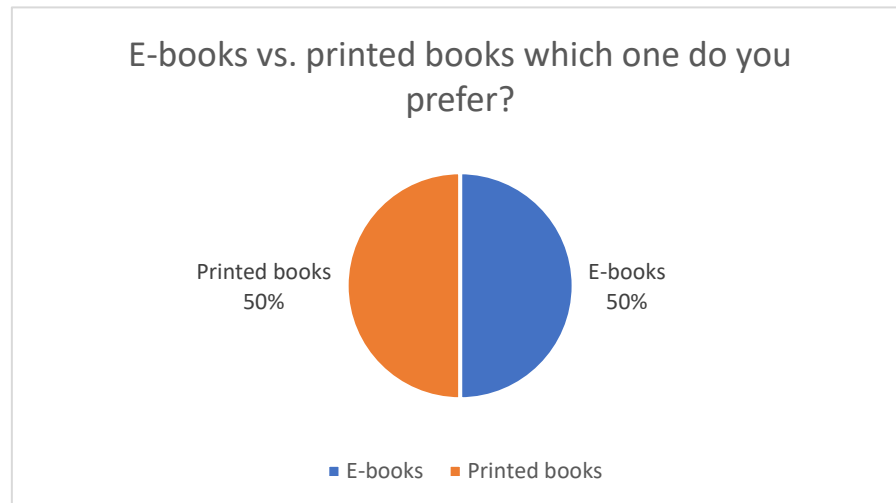
Students and professors have listed three characteristics that they love about e-books and printed books:

1. E-books are: Convenient, can store many books in one single device and can be read anytime, anywhere.

2. While printed books are: authentic, classic and collectible.

According to the students and professors' electronic books and printed books have their own characteristics and also, they differ from person to person on which one to use. It ultimately depends on the personality and own preferences of a reader, it also depends on which format best serves a certain situation.

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CONCLUSION

Chart 1. E-books vs. printed books. 1

In the end, I can say that a lot of generations grow up by reading printed books. We were, and we are still reading for pleasure and enjoyment. But, as technology started to be stronger, new way of reading appeared. Today we can read from our electronic tools or devices without going to the library, bookstore or without having a lot of bookshelves at our tiny houses

As has been mentioned have some disadvantages. On one hand, they require power to charge the electronic devise. The most painful thing is that they can easily break. Also, you always need applications on your electronic devise. They allow you to read different types of books. On the other hand, printed books also have some disadvantages. The first one is that, pages in the book can easily get ripped and destroyed. The second one is that as time flies their pages will faded and brighten.

The results show that students and professors are divided, one half prefer the e-books and the other part like to stick to the printed version. Moreover, it is a fact that we are all affected by the digital era. 50% From the volunteers prefer E-books and 50% prefer printed books.
To put it briefly, my opinion is that is up to the individual. Every individual can decide whether to read from an electronic book or from printed book. To summarize, I love to smell and physically touch new and old books. I am a person that prefer the traditional and classic printed books. The reason is simple I like emotionally to connect with the process of reading printed books. I just do not feel in that way when I am reading from an electronic device. But on the other hand, I agree that electronic books are very handy to use, and you can take them everywhere.

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THE USE OF MOBILE PHONES IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

Mobile devices being one of the most widespread technological advancements are a crucial part of today's youth. Consequently, researchers across the world are studying the educational benefits of its integration in the classrooms. Similar to researches done in this area around the world, this research attempts to investigate mobile learning amongst high school students in Bujanovac.
The study investigates the usage of mobile phones for learning purposes in Sezai Surroi high school in Bujanovac. Specifically the study assessed how mobile phones are used by students to fascilitate and guide their language learning process. Moreover, it examines the mobile phone applications used particularily for learning English. The study employed interviews where students from the aforementioned high school were involved. A total of 15 students were randomly selected and included in the study. Semi-structured interviews were used for data collection. It was found that all respondents used their mobile phones for learning in a way or another. It was found that most of respondents reported to have no particular language applications, and that all of them have Google translate as the main/most used application. Few respondents had additional language applications. It was also found that among teaching staff many were not aware of the capacity of their mobile phones such that they underutilized them. Findings of the study are important for future English educators to make them aware of the current situation and awaken initiative which will improve learning and teaching by complying to the newest advancements.

Keywords: CALL, MALL, mobile learning, technological devices

1. INTRODUCTION

Even though technology in education appeared in 1960s, and it has undergone vast developments/ improvements ever since, there are still places where this evolution has stagnated. The most modern way of making use of the technological advancements is undeniably mobile learning. Amongst allthe technological devices available in our generation, mobile phones are the most widely used ones- especially by young people, and thus they have a prominent place in their lives. In all over the world mobile phones outnumber personal computers. With its epidemic use, its features, along with its functions such as personalization,reachability, mobility, and localization, mobile phone technology offers a great potential in learning environments.This is not a novel term when having developed countries into consideration, however, Balkan countries being part of the developing countries still struggle upgrading their educational methods to such extents. I chose this research topic because not long ago I was in high school myself and we did not use mobile phones for learning purposes, at least not intentionally and with teacher's guide. There is lack of research in this area in Serbia and therefore I want to find out whether things have changed in the past four years. With this consideration, the aim of this researchis to find out whether teachers and students in the city of Bujanovac, Serbia are aware and taking advantage of using mobile phones for language learning purposes.

What I have noticed thus far is that most of researches on the topic are exploring its significance and effect on university students and their studies. There is a lack of research regarding high school students not only here but all around the world. In this research, I will examine how much high school students in Bujanovac rely on mobile phones for enhancing English language learning, or if they rely at all. My findings from this study will help me see whether things have changed for the newer generations and according to that I will know what actions should be taken in the future as an English teacher in order to enrich my students' learning, and most importantly adapt to their preferences. The feedback I get from the research data will provide me with insights about students' attitudes and thoughts regarding my topic, which in turn will help

my professional development, and as Franklin Roosevelt said "We cannot always build the future for our youth, but we can build our youth for the future".

Aim/Purpose

The purpose of this research, therefore, is:

- To investigate the use of MALL among high school students
- To reveal students' beliefs referring to m-learning

Research questions

This study will be conducted by having into consideration the following questions:

1. Do high school students use mobile devices for language learning purposes?

2. What are some ways students typically use their mobile devices for language learning?

2. LITERATURE REVIEW

Mobile-assisted language learning (MALL) can be defined as language learning that is supported or improved through the medium of using a mobile device. According to Dudeney and Hockly (2007),m-learning refers to technological gadgets which might have an impact on language learning, such as laptops, smartphones, and MP3 players. It is important however, to understand that mobile devices and mobile learning are two distinct terms; mobile learning is the outcome we get from using mobile devices effectively and appropriately. Technology in general has been used in the classrooms since 1960s- with Computer Assisted Language Learning (CALL) being the first step into using technological advancements in education. Nevertheless, after the invention of mobile phones in 1973, they became crucial part of people's lives which led to the need for integrating them for language learning purposes as well. In brief, it can be said that "MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access across different contexts of use" (Kukulska-Hulme & Shields, 2008, pg. 162).

"The power of portable computing in the form of mobile devices is accessible to everyone, and it is time to consider using mobile devices for education" Goundar (2011, cited in Nalliveettil&Alenazi, 2016, pg. 265). Thus, ignoring mobile learning because of its likelihood to cause student distraction or temptation to misuse them, results in a great deal of missed opportunities for teaching our students, tomorrow's citizens, how to find and use an indeed constructive source of information. Mobile technology provides us with massive opportunities to revolutionize education and learning, only if innovative, open-minded, and knowledgeable teachers and administrators embrace it. However widespread MALL might be, there are still places, schools, teachers, students who are not aware of it and its significance in education. For it to be used to its utmost potential, everyone involved in the process needs to understand its value and then be able to take advantage of all the opportunities it offers. Vota (2011) draws attention to the fact that regardless of the educational features of mobile-device technology, it may fail if teachers are not trained to use the technology to improve their teaching activities. He further points out that English language teachers have to be educated on the effectiveness of mobile technology in teaching activities. As McQuiggan et al (2015) rightly put it "Mobile learning implies adapting and building upon the latest advances in mobile technology, redefining the responsibilities of teachers and students, and blurring the lines between formal and informal learning" (pg. 8).

It is undeniable that mobile phones have enhanced our lives in many levels. When taking education into consideration, it is natural that we detect advantages and disadvantages regarding using mobile phones in teaching and learning. According to McQuiggan et al (2015), "It depends on teachers' open minds, creativity, and preparation to integrate them in the curriculum; school budgets and culture to allow for devices in the hands of students; and continued innovation in how devices are used so they remain effective" (pg. 9). The use of mobile technology in education offers new learning experiences and flexibility in learning –learning anywhere and anytime –with increased opportunities for decisions to be made by the learners. Klopfer et al (2002) state the following properties of mobile devices: portability, social

interactivity, context sensitivity, connectivity, and individuality. It offers the ability to learn on the go, enables to reach underserved children and schools, supports alternative learning environemtns for students, enables personalized learning, as well as motivates the students. Motivation is undoubtedly one of the main benefits that we get from mobile phones when learning a foreign language. By introducing this contemporary device to our students, we will get closer to them, their world, and their interests. Students are on their phone a great amount of their time, thus, it will enhance their language learning motivation and attitudes. Another important benefit is that mobile phones support their learning in every environment; formal and informal- "learning mediated via handheld devices that are potentially available anytime, anywhere for either formal or informal learning" Kukulska-Hulme and Shield (2008, cited in Darmi & Albion, 2017, pg. 93).

Nevertheless, mobile phones come with its share of difficulties. Despite many benefits, there are certain disadvantages that schools find difficult to overcome. Among numerous benefits, researches and educators have yet to overcome the negative effects they see in these gadgets. Kuznekoff and Titsworth (2013) hold that one of the disadvantages of mobile technology is that students often spend long hours for chatting with their friends on social networking sites and browsing non-academic websites, which, in turn affects their classroom performance. Some of other disadvatages include: differentiated access to devices and internet, use must be monitored, the way in which the devices are implemented impacts the effectiveness of them, there is a risk of distraction for the students, and its screen size is smaller from any other technological device.Stockwell and Hubbard (2013) argue that there are both pedagogical and physical issues with MALL. In terms of pedagogical issues, they list that the task must be appropriate for the mobile phone. This may be the reason that flashcards and quizzes are so popular for mobile phones as they are highly useful in allowing students to work whenever it is convenient for them.

In addition to the aforementioned pedagogical concerns, transferring classroom task to an m-learning environment has also been disscused by respective authors. This transition is not always smooth due to the fact that classroom behaviors can be difficult to mimic in the real world. For traditional teaching and learning, nonetheless, transferring knowledge from one context to another is an issue. At last, student motivation is a challenge for the MALL environment. Choice was mentioned as a positive in learning but it would not be significant if the student is not motivated. Since tracking the performance is difficult, it makes it easy for students to avoid doing MALL related task if the teacher is not there to follow through. For physical issues, they specifically mention phone's battery life, screen size, and the processor speed to be problematic. Evidently, mobile phone usage in education can be looked through different perspectives- and teachers need to be observant of both benefits and drawbacks they offer.

Numerous researches and case studies are being conducted all around the world regarding the usage, importance, and influence of mobile phones in foreign language learning. One made by Azad Ali Muhammed (2014) on The Impact of Mobiles on Language Learning on the part of English Foreign Language (EFL) University Students, shows that the majority of the participants who took part in the focus group - 19 out of 20- participants focused on the effectiveness of mobiles (smartphones) with regard to their English language learning experience. The remaining student was of the opinion that the smartphones was effective to some extent. That is, nobody disregarded the effectiveness of mobiles in English language learning. Another research made on MALL where Miangah and Nezarat (2012) observed the advantages and disadvantages derived from using mobile phones for students and teachers. They state that "Although going through language activities on mobile phones may take longer time compared to computers, the learners feel a greater sense of freedom of time and place, so that they can take the advantage of spare time to learn a second language when and where they are." Thus, MALL can be considered an ideal solution to language learning barriers in terms of time and place.

3. METHODOLOGY

The major objective of this research was to look at the use of mobile phones in high school students for learning English Language, which will further reveal how they are using it and whether they are using it with the intention to learn, or it happens rather indirectly. This was been achieved by conducting interviews with 15 third/fourth year students at Sezai Surroi high school in Bujanovac, Serbia. The interview was semi-structured, comprised of six questions containing both qualitative and quantitative questions. I thought this approach was the most appropriate for my study because it enabled me to get more insights from students as well as avoid ambiguity or misunderstanding. I chose to do it with high school students because at that age they e old enough to have smart phones and are mature enough to use them for educational purposes. Nevertheless, I kept it to third and fourth year students because they have more experience in the school which will in turn provide me with more accurate information for my study. For the answers to be more representative, the interviewees were chosen randomly from different classrooms and different fields of study.

4. RESULTS

The data gathered during the study reveal mixed results in terms of how mobile devices are viewed and to what extent high school students use them. In addition, it shows the ways in which mobile devices are used, the input from teachers, as well as students' experiences with m-learning. In this section we discuss these results in more detail.

Do you use your mobile device to help you with learning English language?

Yes, 15

No, 0

Yes   No
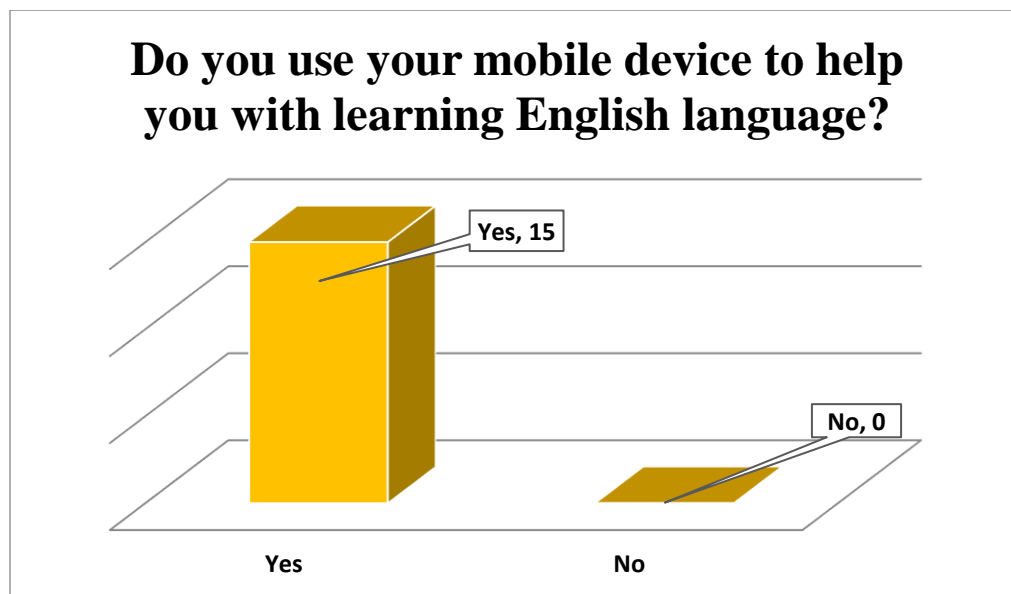
Figure 0.10: Participants' attitudes towards using mobile device for language learning purposes

When participants were asked about whether they use mobile devices to help them with learning English language, all of them, as Figure 4.1 illustrates, responded that they do use their mobile phones to assist their English learning.

The following question was intended to reveal the way students use their mobile phones for learning English. All the interviewees claimed that they use their phones for looking up words in google translate, for few of them actually this is the only way they use their gadgets to assist their English learning. However, the majority, that is just over 80% use their phones to also download language apps, watch Youtube videos, listen to music, and watch videos.

Do you have any particular apps?

No,...

Yes, 5

Yes   No
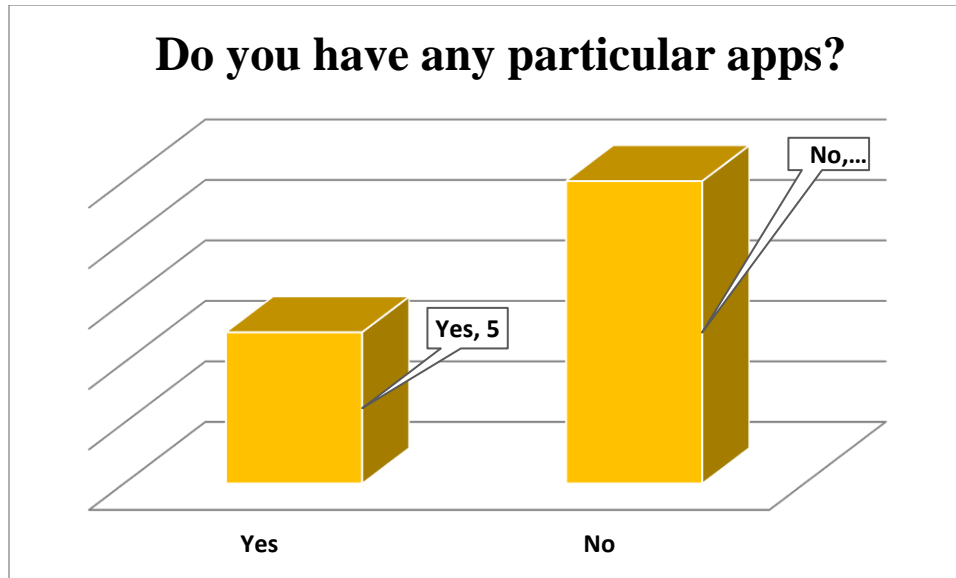
Figure 0.11. Participants' usage of particular language applications

When asked whether they use any specific, language-related applications, only 5/15 students admitted to it being the case, as shown in Fiugre 4.2. That is, only a small number of students have actual English-learning apps. Most of the students do not use anything else aside from google translate which they all use, as the previous question shows

Does your teacher encourage you to use it?

No, 9

Yes, 6

Yes   No
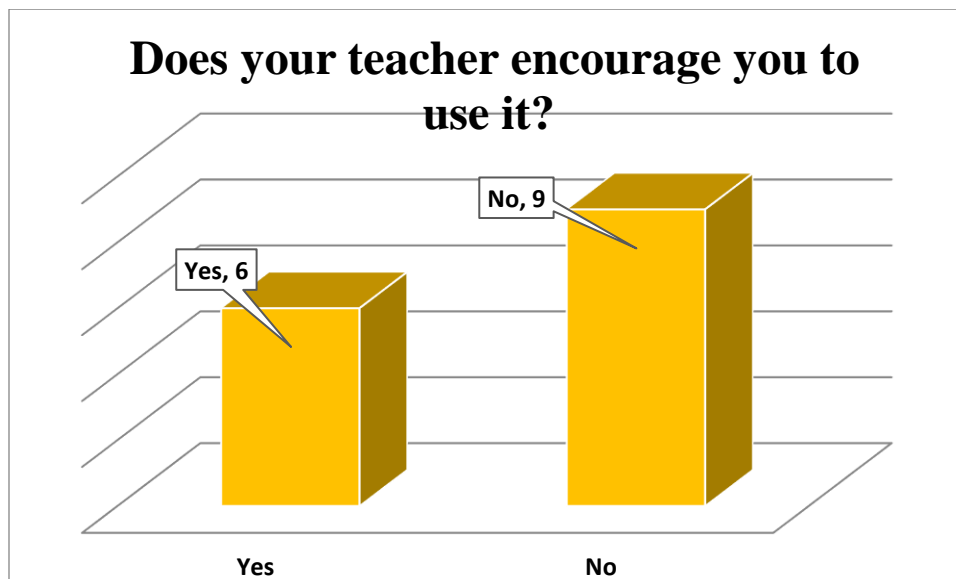
Figure 0.12. Teachers' stimulation regarding mobile phones in the learning process

Fourth question included students' view on how encouraging are their teachers regarding the issue of mobile learning. As Figure 4.3 indicates, 40% of the respondents say their teachers encourage/ advice them to use their phones to enhance English learning, whereas the other 60% claim the opposite.

Do/Can you use it during the class?

Yes, 1

No, 14

Yes   No
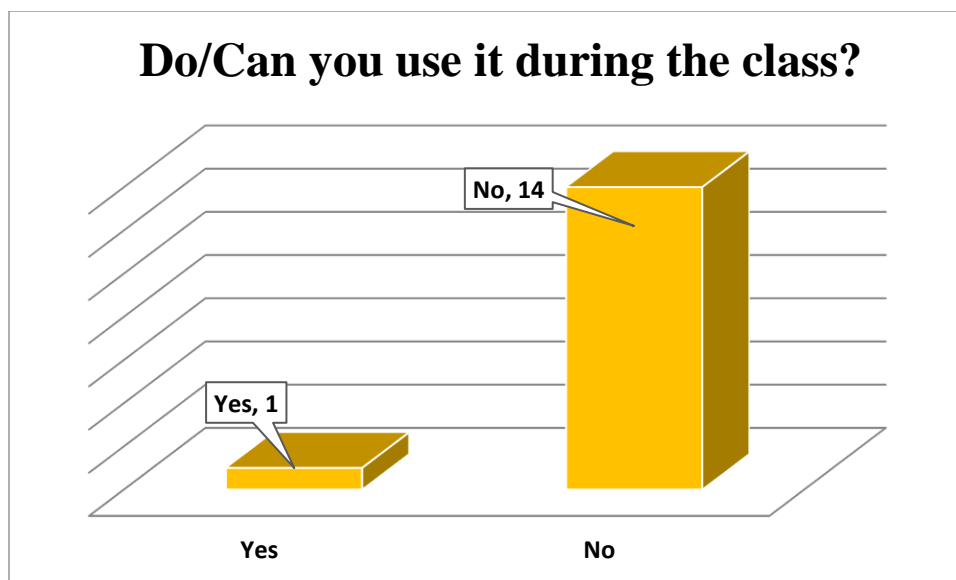
Figure 0.13. Phone usage during classes

Fifth questions was intended to reveal whether students are allowed to use their mobile phones during English class, of course, for learning purposes. However, only one of the respondents said "Yes"- they can/do use their mobile phones during class, whereas the other 99% answered "No" to the question, claiming that their teachers do not approve the usage of mobile device in class, be it for educational assistance or not (see Figure 4.4). The student who answered positively said that they can use their phones in English class mainly for the purpose of looking up unknown words.

Do you think that it has helped you in language learning?

Yes, 15

No, 0

Yes   No
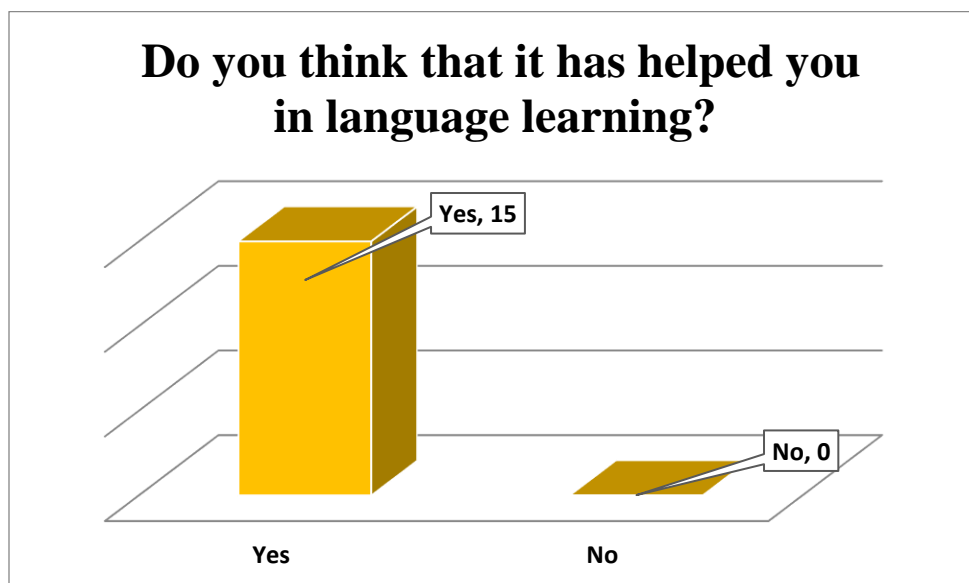
Figure 0.14. Participants' attitudes towards the benefits of mobile phones in language learning

As Figure 4.5 indicates, every student agreed that their gadget has helped them improve their English in one way or another. When asked to elaborate how has their mobile phone helped them improve their language skills, most of them said that the benefit was mainly in learning new vocabulary. Other benefits obtained from a few of them include; communication, grammar, and accent. Nevertheless, each respondent had a different opinion regarding the extent to which their mobile phone has enhanced their language skills, the statements range from "it has helped me a lot", 'a little bit", "not so much".

5. DISCUSSION

The results confirm that mobile devices are used and considered useful for English language learning among high school students in Bujanovac, which answers our first research question. The findings suggest that however widespread their use is, it is not because students nor teachers are aware of their impact in learning, but it is for the simple fact that everyone has a smart phone and it is easier to reach out to information from them. Thus, I think the most important takeout from the results is that no one in the school is really aware of technology's ultimate potential in the process of education.

Just like in the study conducted by Azad Ali Muhammedon The Impact of Mobiles on Language Learning on the part of EFL in university students, this is the same in the sense that the vast majority of the respondents agree to mobiles being of major influence. However, the fact that my respondents claimed Google translate is almost the only application they use for it was a quite eccentric find. They believe they are part of mobile learning, but in reality they use the most elementary way to knowledge and are not even aware of professional English dictionaries. This opposes the claim that "Mobile learning implies adapting and building upon the latest advances in mobile technology, redefining the responsibilities of teachers and students, and blurring the lines between formal and informal learning" (McQuiggan et al, 2015, pg. 8). Furthermore, we see that Figure 4.4 and 4.5 are somewhat contradicting; some teachers encourage students to use mobile devices to help them with learning, but then majority of the teachers, including them, do not allow their usage in the classroom. This shows that teachers have yet to eliminate the negative connotation regarding phones in the classroom, and accept that they could be seen as a support tool for teachers rather than as a distraction for students. This clash between encouraging students to use mobile phones for learning and not guiding them in doing so shows that teachers like the idea of mobile devices serving as facilitators but are not trained enough and up to date with all the options it offers.

Besides Google translate, the second most used application by students was YouTube, used for listening to music and watching videos. These results provide the explanation to our second research question. This, as well as outcomes discussed above, indicate that the use of mobile devices for learning English is indirect. Students do not have particular language applications they use for the sole purpose of learning English, but they learn it in a more unconscious way while enjoying music, or watching videos speaking the language but not about the language. In the end all students agree that their mobile phones play a major role in guiding them learn English language. But due to this unconscious learning, the degree to which they find mobile learning helpful and useful is not the same for all respondents; it is evident that not all of them display the same amount of satisfaction. After all, we are not so remote from developed countries considering the fact that every respondent owned a mobile device. We are a teacher-training step away from being able to implement MALL in the classrooms.

CONCLUSION

It can be concluded that students perceive mobile phones as effective in English language learning. If students are able to show improvement when using their gadgets for education unintentionally and not excessively, their benefits would be much more visible if we blur the lines between formal and informal learning.

The most remarkable result to emerge from the data is that students are not sufficiently educated in how to properly use mobile phones for English learning purposes. This reflects on teachers and their lack of proper training on keeping up to date with technological advancements. Even so, it is evident that students are actively using their mobile phones for enhancing their language skills.

I am aware that my research may have two limitations. The first is the study included only a small number of participants. In my case all respondents owned a smartphone or mobile device, but that could change with the increase of participants. The second limitation is that the interview was conducted only from students' perspectives. Teachers' awareness and beliefs regarding mobile learning are also significant since their insights as to why MALL is not integrated in their classroom can guide our initiatives to improve mobile learning and teaching. Thus, one subject that remains to be explored is teachers' points of view

regarding the issue. By knowing both sides, we as future educators, can take initiative to provide a way to integrating this innovative method in our teaching.

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"Investing in Youth for a Sustainable Future"

Stream: **Legal Studies**

LAW AND DEVELOPMENT POLICIES IN THE YOUTH PROJECTS

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ABSTRACT

Nowadays, investing in young people is a smart and risky choice to some extent. Smart, because investing in a category, which has great potential ahead, seems a certain source of success. Dangerous, because as in any investment, the fruits of work require time and quality. This challenge takes real proportions precisely for this reason. Investing in young people involves many elements: time element, financial investment, moral incentive, technical assistance and legal support. It's easier when you start investing in a sphere where the first material is already existing and there is a healthy foundation from where you can start. The potential for success in the future is higher in the category of youth, compared to any other age group. This is a great assurance that you will start investing and having quality in the product you receive.

Today, many project ideas, activities and programs are being created, aiming at focusing on young people and empowering them in the future. The main idea is getting experiences, creating success stories and implementing them in the environment where they live. This last element is very important, so that we do not have only monopoles of development, but innovative ideas and success stories can be spread everywhere so that there is uniform development and encouraging others to similar ideas. Having a positive effect on the living environment is very important and essential to the future of the community.

Volunteer programs today are having more attention than before. They aim to create groups of young people, united around a certain idea, who give their best contribution without any reward, in order to achieve the common goal. This is a very good way to promote human solidarity on certain issues, to recognize and value the effects of the work, and not to focus primary on the monetary gain for certain causes. There are many benefits that volunteering brings to the society at a large extent.

The law is the right and the correct regulator. Its positive design creates a climate of trust and promotes development policies in youth projects. Legislators in Western European countries and beyond are getting involved in adapting the law to give more space to the development of these ideas. Legal space is the primary element to develop a certain activity.

Keywords: Choice, Law, Resource, Investment.

1. HISTORICAL OVERVIEW

Gaius said that the whole justice that we use, has to deal with people, or with things, or with lawsuits. *ArsBoniEtAequi* (the skill of good and right) was an important factor in the lives of people in the period of Ancient Rome. Our legal system has traces in Roman law. We now distinguish two systems of law: the Civil Law System has its origin in Roman law and is a system of solid rules. The Common Law System is a more open system where the will of judges is one of the main sources of law. The history of Roman law starts with the Law of the XII Tables and ends with the death of the Justinian Emperor. *The XII Law of the Tables* is the first legal act indicating the birth of civil law. Justice for the romans was related to morality. The Roman law consists of two main pillars of public law and private law. As it is today, in ancient Rome was known *interpretatio*. Interpretation of laws was made for various reasons, especially for those legal provisions that did not have a completely clear and comprehensible content. The interpretation of the laws was authentic (when it was made on a provision and adhered to it), grammatical and scientific. Interpretation could be narrowing, expanding or altering. However, most of the legislation was clear and categorical in some respects. The family in ancient Rome was a deep patriarchal family. Young people and women had limited rights. They were under the power of the *pater familias* and his power *potestas* was binding on all other family members. Age was a very important element for young people. Only passing a certain age,

allowed people to become titular of some of their rights. Young people and the rest of society were trusted very little because the big family man was responsible for the family and also for the social and financial relations. This has evolved over time. In different periods, young men were used as an added labor force, while young people did not find large spaces in patriarchal families. Only after the XX century, young people would play a special role in political events, social developments, civil rallies, etc. They would become promoters of development and change.

Meanwhile, nowadays, investing in young people is a smart and dangerous choice to some extent. Smart because investing in a category, which has great potential ahead, seems a sure and a great source of success. Dangerous because as in any investment, the fruits of work require time and quality. This challenge goes to another dimension, precisely for this reason. Investing in young people involves many elements: time element, financial investment, moral incentive, technical assistance and legal support. It's easier when you start investing in a sphere where the first material is ready and there is a healthy foundation from where you can start. The potential for success in the future is higher in the category of youth, compared to any other age group. This is a great assurance that you will start investing and having quality in the product you receive. All Western-inspired countries are progressing in terms of development in youth projects, someone a bit faster and somebody slower. However, following the orientations of European organizations, governments of developing countries or those of the Western Balkans such as Albania, Kosovo, Serbia or Macedonia are trying to create youth infrastructure for inclusion and dialogue. However, it is a fact that this performance can not continue only in the capital cities. Today, many project ideas, activities and programs are being created, aiming at focusing on young people and empowering them in the future. The main idea is getting experiences, creating success stories and implementing them in the environment where they live. This last element is very important, so that we do not have only monopoles of development, but innovative ideas and success stories can be spread everywhere so that there is uniform development and encouraging others to similar programs. Having a positive effect on the living environment is very important and essential to the future of the community. Volunteer programs today have an added importance. They aim to create groups of young people, united around a certain idea, who give their contribution without reward, in order to achieve the common goal. This is a very good way to promote human solidarity on certain issues, to recognize and value work values, and not to be the primary source of monetary gain for certain causes. The law is a correct regulator. Its positive form creates a climate of trust and promotes development policies in youth projects. Legislators in Western European countries and beyond are getting involved in adapting the law to give more space to the development of these ideas. Legal space is the primary element to develop a certain activity and also to take advantage of some certain conditions.

2. YOUTH DEVELOPMENT AND LOCAL GOVERNMENT

Youth organizations aim at empowering all structures in the suburbs, in small towns or cities, so that engagement involves young people in any environment they live in. In this sense, local government takes on a role of special importance. Local government implies the right of people to a particular territorial community to independently govern their affairs through the bodies they choose themselves or directly[69]. Decentralization is important. It is a process where the authority and responsibility for certain functions is transferred from the central government to the local government units. The principle of subsidiarity is based on the principle of decentralization, according to which "the exercise of public responsibilities should, in general, belong to the closest authorities of the citizens". Decentralization is political, administrative, and financial. So in this sense, local government tries to encourage youth development and engagement in the school environment or workplace where they live. Those local units that are more developed in this regard, have strategic plans and have so far created strong grounds for supporting youth ventures. Local government should be autonomous. Autonomy is a freedom (with defined limits) to act in accordance with the general interest. In this plan, the fact that the local government has autonomy in the exercise of functions, duties and responsibilities means that even in drafting youth projects and promoting entrepreneurship, it is free to act in the best interest and the most reasonable judgment. The most visible aspect of the autonomy of the local government is expressed in the division of competences, which has to do with the initiative that they have or should have, according to the Constitution and the law, the local

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[69] Constitutional Court Decision No.29, dated 21.12.2006.

government bodies to decide themselves on problems that are part of their jurisdiction. Separation of powers means division of competencies. Competence is the right legally granted to a body or a power to decide on certain matters[70]. The division of powers is defined in the law. It often happens that there are also conflicts between one or more organs. Some bodies may claim the same competence or, as is the case in practice, different bodies avoid the responsibility of one or more of the competencies that the law imposes on them. Each power body is legitimated to apply before the Constitutional Court when it claims to be in front of a conflict of jurisdiction, provided that the sphere of competences of the organs or conflicting entities has to be defined by the constitutional norm. Because of the unitarism of the Albanian state legal system, the matter does not lie in the principle of devolution, which implies the transfer of competencies from the central government to the local units. Devolution means transfer of powers, while deconcentration is a distraction of authority. Devolution means the result of the transfer of powers from the central to the local government, while deconcentration means the distribution of the central decision-making authority to lower levels of local government. Self-rule excludes the self-administration system that relies on the transfer of competencies. The principle of subsidiarity is based on the principle of decentralization, according to which "the exercise of public responsibilities should, in general, belong to the closest authorities of citizens." In a local government system based on devolution and decommissioning local units do not self-govern, but self-administered. Local self-government in Albania is presented with a constitutional status and its independence is guaranteed through it. Local government is the combination of constitutional regime with parliamentary devolution.

It is precisely the existence of constitutional powers for the local government that raises the latter to the degree of self-government, not understanding it as a mere self-governing unit. Therefore, according to paragraph 3 of Article 4 of the European Charter of Local Autonomy, the exercise of responsibilities should go towards decentralization[71]. This principle requires that, unless the nature and extent of the problem is such that it belongs to a very large territorial area and with significant economic interests, the solution must be entrusted to the local government. In the end, it is the community of these legal concepts that creates a wider and more comprehensive picture of development policies, youth and their projects.

3. YOUTH AND PUBLIC LAW

The state and the right are the products and premises of the development of society from the earliest times[72]. The branches of right are distinguished by the character of social relations they regulate. International law in general has its origins in ancient Greece and the development of city-states, Greek *polis*. *Ius publicum* includes many elements: resources, systems, subjects, the notion of the state, international recognition, state responsibility and succession, human rights, the rights of the sea, minorities, territory, population, treaty law, appear in international relations, institutions, agreements and international disputes, etc. On the *sui generis* subjects of public law, the national uprisings or national liberation movements are also classified. Public law was what mostly indicated the functioning of the state. It is presented as a set of norms that regulate relations between citizens and the state itself. On the other hand, *Ius privatum* belonged to the benefit of the individual. The three pillars of the Roman private law were:

1. The right related to the legal position of the subjects of the law.
2. Property-related right. This includes the real right *iura in re*, the right of obligations *iura in personas* and the right of inheritance.
3. Procedural law.

Taking the notion of Roman law on public law as a relationship between citizens and the state itself, we understand that the dynamics of relationships can encounter even some problems. As noted above, Roman law conceives the right as a report. On the one hand there is the state. It acts as a regulator and defines the invariable variable. The state creates systems that the individual must respect, within which he should adapt and act according to the rules that have been made known from the outset. On the other side of this report

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[70] The same Constitutional Court Decision.
[71] Article 4, point 3 of the European Charter of Local Autonomy.
[72] International Public Law, Arben Puto, page No.5.

are the individuals. Individuals are classified as a changing variable for many reasons. People's behaviors vary greatly. People's behaviors are often at the limits of legitimacy. However, the youth target group, which engages and is involved in development programs, is an added value in society. Precisely in the sense of the state-individual report under the early public law, today's youth side through the search for new opportunities urges the other part, the state, so that it can create space for development. Beyond good will, the state must award grants to young people. Financial backing is always needed to create realistic project implementation opportunities. Fiscal facilities are vital to revitalizing and empowering youth programs or youth ventures. Creating a business by using the fiscal facilities at the start is a considerable bonus, seeing the market today. However, there is still a need to maintain that fragile balance according to *Ius publicum*, in other words, a balanced relationship between citizens and the state itself.

It is true that our country before the 1990s had a completely different structure of financial organization compared to the post-communist situation. For this reason, I am referring in this context to the period in which the economy developed or should be developed according to a capitalist model based on the free market, competition or other principles that have been accepted in today's democratic world. Foreign finances play a positive role in the development of some macroeconomic parameters or certain monetary strategies on the one hand and infrastructure development on the other hand.

Today's Albanian economy is based on clear division of financial elements in terms of taxes. Their division is made in direct and indirect as the main division, and then into personal and real or factual and supposed taxation. Also in direct taxes the fiscal burden is not delegated. All of these things to the theory of financial science or the doctrine of the organization of the entire financial system show that what Albania has chosen is neither less nor more than a system fully in acordancce with the economic principles of the more developed democratic countries we are referring to today as examples to be followed to lead us to the way we aspire. In this sense, VAT is also a Community tax, so it relates to the European Union's economic structure as a common financial parameter. It is also known that such money given in the form of grants, credits at different time or anything else are generally a feature of which a powerful state gives to another with lower financial potency. However today, the concept of foreign funding is much more moderate. It is already fed by organizations such as the IMF, or other organizations that give the funds by strictly overseeing them, but also by raising interest for the years to come. Of course, this is not the classic example of funding, but in this context we can say that the assistance provided by bodies such as the IMF can go to support concrete sectors that need development or to choose the path to mitigate negative balances and encourage policies at national level, especially at some national banks of second level in some small states. Of course, parameters such as GDP, economic growth, domestic production, business credit are factors that need to be monitored with special attention. Their change directly affects the common economy. All this macroeconomic analysis affects the one side of the initial report, *the state*.

4. DOCTRINAL VIEWPOINT

In the comparative law and more specifically in the comparative criminal law, some authors have been traced to the history of the law in both systems. Starting from the farthest time, Plato and his work "Laws" has been an important pillar for the moment he has lived. Ortolani and his work of 1846, was the first to treat criminal law as such by clearly defining the boundaries of this discipline. Mark Ansel was also a French lawyer in the area of criminal law that gave fuller meaning to his treatises. An important author was the English jurist Fortescy and his work "*De laudibus legum Angliae*" (1395-1479) and Paul Johan von Folerbah (1775-1833). The latter aimed at the diversity of people to enrich the right. He also paid special attention to Islamic criminal law. Since it was customary for certain personalities to be involved in some areas, these individuals were taught to do many things at the same time. A good part of them and others were no doubt considered law professors[73].

Criminal law, despite the fact that it is not directly related to youth projects, is important to set some boundaries and to understand the context of action and the field of expansion. The doctrine of criminal law and bringing it to attention is important to provide a minimum necessary legal baggage to any young man, facing the institucions or the private entities, to implement his/her project.

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[73] The word "professor" has roots in the Latin language "*professio*", meaning declare, or express in public.

In recent years, there has been a tendency to have frequent amendments to the law in Albania. In addition to youth development policy development, the lawmaker has also taken a number of legislative measures, mainly in the Criminal Code. We can say that increasing the amount of punishment by changing the Criminal Code often causes legal turbulence and is not always an effective response to the criminal reality. Increasing the amount of imprisonment is not always the right way to reduce criminality because the perpetrators do not generally frighten this. To reach a change in the provision, a study should be conducted as to how disturbing this phenomenon is at beyond the local level, probably in a national level. Subsequently, it should be seen carefully whether or not other interventions should be made in the provision of the specific aticle. If they are done, one must see what their positive effects are expected to be and to what extent it is hoped to lower this level of consumption of this criminal offense.

5. WRITE AND DESIGN A PROJECT

Having an idea to write a project is a very good thing. However, some project writing phases should be considered in order for the idea to be structured. The information that is written in the project should be accurate and complete. Depending on the subject and purpose of the project, the language used has to be chosen, which may be formal, semi-formal or informal. The language used in the project has different characteristics and different types according to the classification criteria. Successful projects are generally those who use the right language in function of purpose. Youth projects today are influenced by many components. Those that have a greater social impact are the projects that affect the themes of reality, the special and problematic issues that society today faces. Youth non-for-profit organisations have often organized projects such as workplace productivity; balance between work and school, welfare, mental health, communication strategy, sedentary life, special types of tourism, rural tourism, agriculture, rural development and integration, quality of life, environmental pollution, sharing of common spaces, the use of eco-friendly systems, rural architecture, urban planning, family planning, sustainable cities, design, health care, economic growth, and many more. These are very different topics and at first glance seem to have nothing in common with each other. Each country has its own concrete problems, very different from the border countries. Some countries have the problem of size of economic growth, some other trade with foreign countries, some have increased criminality, some have problems education, health and many more. These issues are problems that can not be resolved in short terms of time. However, the topics mentioned above are those worries that have more or less their weight in each country. They are universal themes, which are rightly labeled by young people and beyond, developed and expanded. Researching and analyzing these issues is always a welcome step in order to tackle attractive topics for a project idea.
The project is built and divided into several sections. It begins with a summary, which should be as representative and usually written in the end. They are further: presentation, problems, objectives, needs, assessments, support and further steps. Each of these sections may have sub-rubrics or special divisions. Each column consists of plausible arguments, sorted facts and explanations for the elements of each paragraph. The technique of writing is also very important. Short sentences are more focused. Composite sentences should follow a certain logical line because otherwise they lose their meaning. It is advisable to use the links correctly and avoid literary speech so that the elements are as straightforward and convincing as possible.
Monitoring is an integral component for writing a quality project. Monitoring means collecting and analyzing information periodically in order to control the progress and development of the stages. Monitoring is done to control each stage throughout the progress. Project monitoring in most cases is done by a group of people who are responsible for each stage and are willing to intervene in the case of those situations that are out of control due to external factors and independent of the process . Human errors are not excluded here. Monitoring is closely related to transparency, coordination and experience. The monitoring experience is in many projects an asset that guarantees steady progress. Monitoring is not just about project links, but human resources, financial resources, and time are also monitored. Monitoring has a direct relationship with planning as well. Planning shows links that need to be kept in constant control, and the latter test the planning throughout its performance to see if it really has adhered to the conditions of reality or there have been errors in calculating. Writing a proposal should take into account the fact that this proposal must be sustainable in time and have real opportunities to be implemented and implemented and utilised. The sample being studied and the way it is selected, is of a particular importance, especially

in sociological analyzes.
Some very important elements in writing a project are:

- Indicators;
- Objective;
- Outcome;
- Means;
- Costs;
- Activities.

Many elements need to be considered when writing a project. The toughest projects are not only those that require a considerable budget, but also those projects that involve many subjects or the ultimate goal is of a particular character. An important stage of the project is the crystallization of the idea and the creation of internal conviction that this project is worthwhile and will receive the proper financial support to be implemented and implemented.

Establish a budget allocated for implementation of youth policy: even though youth policy is a cross-sectoral development field that requires action within several departments, ministries and agencies, it is central that the established lead agency have a specific budget for youth policy implementation that can distributed by responsible actors. Failing in this role may lead to a loss of motivation from all the actors, including youth groups, involved in designing and drafting the vision of the youth policy.

Learn from past experience: study past successes and failures. Knowledge of what works should be documented and a repository of good practices established; good practices are ways of doing things that have proven effective in one situation and may have applicability in another. Many governments have developed successful policies and run a variety of youth development projects. This research and expertise should be made available to all parts of government. The exchange of experiences can reach beyond the scope of government and may also include civil society and youth organizations[74].

5.1 Financial support

Financial support is an important element. Part of the businesses are willing to help without any benefit. If they like the idea, they are ready to implement it and therefore provide the organisers with the necessary amount they need. However such investors are very difficult and casual to find. Most businesses require some guarantees before investing. They want some kind of profit for themselves, even if not material. Many of them need adverts or promotions in another area. In these cases, it is the task of the organizers to find common points in the project writing with these businesses and kindly invite them to invest on this project.

5.2 Conclusions

In conclusion we can say that writing a project is difficult. In addition to the space needed by young people to think and produce, project implementation passes through many filters and bureaucratic ways. It is also known that to a large extent the project proposals do not take the amount of financial support they have requested from the start. From the experience of many successful projects, projects during their implementation face many artificial obstacles, which are passed only if the organizers do a good job. Time is another very important element. The stages in which the project proposal goes through take a certain time to be implemented and implemented. Also communicating with people, leaving meetings, gatherings, or organizing requires great accuracy so that the project is serious and work goes well enough.

6. PROJECT DEVELOPMENT POLICIES

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1.   [74] FORMULATE NATIONAL YOUTH POLICIES, UNDESA DIVISION FOR INCLUSIVE SOCIAL DEVELOPMENT YOUTH AT HTTPS://WWW.UN.ORG/DEVELOPMENT/DESA/YOUTH/WHAT-WE-DO/WHAT-CAN-YOU-DO/FORMULATE-NATIONAL-YOUTH-POLICIES.HTML

Project development policies in general and the development policies of youth projects in particular depend on many factors. In th first line, it is the government that creates and approves development policies in this regard. There is a considerable role for lawmakers and parliaments. It approves certain projects and policies through laws, in a national context. However, project development policies are well developed by young people as well. Young people engage in clean youth structures, create their own ideas, structures, etc. It is the creation of these structures that enables more organized work and the raising of their unified and united voice for those issues they face or for concrete ideas on how to improve a certain policy in youth development. Financial support is a long-standing youth voice demand as one of the pillars that enables the real implementation of policies for youth development projects. Financial support in many cases turns out to be the key factor. There are many good projects that fail, as they fail to find the financial support they need. Many other projects come to light thanks to the promotion, support, and the right assistance. So in a majority of cases, the difference between success and failure is the economic-financial relationship. Project developments require clear and well-structured ideas. Project writers have an added responsibility. Since writing projects is the main mirror that introduces the idea, the work is usually grouped. Once there is a balance between many factors, it can be said that the project is competitive. The hurt idea, risk minimization, strategic action plan, volunteering involvement, the argued budget bring a healthy foundation for the written project to get the success it deserves. It is also true that the concrete implementation of the project is a much more dynamic phase than mere writing, but that is a part that needs to be carefully managed in a timely manner.

Civil society also has common points in project development policies. Civil society basically stays away from politics and puts it under pressure through its manifestations of certain causes. Its activities are more massive than writing a project, requiring engagement of a larger number of people, and sometimes uncertain future events, due to some factors that are no longer in control of a single person or a group with not so many people, as is common in the stages of writing a project.

Project development policies rely heavily on law, legal provisions, the doctrine of law, and the institutes that law creates and reflects in law. Proper understanding of legal institutions is an advantage, because the group that designs the project knows where to look for support and what are the potentially damaging points for the new project. One of these points is usually the added tax system. Project writers try to make the project as attractive as possible for potential donors but try to keep their work away from the high tax system or payment of unnecessary contributions.

Project writers who are convinced of having a really functional idea can turn to financial support at banks to get the most support. However, most organizations seeking money to support their project apply for grants in special programs that provide assistance for different projects or specific topics. These programs require accurate data and clear explanations of how the project works. Often they do not provide large financial amounts, but a sufficient basis to cover some basic costs. Project development policies are also affected today by the variety of these financial support programs, the amount they provide, the mode of payment, the conditions and criteria to benefit or other essential elements that may make the difference to gain or not the right of support.

6.1. Trainings and methodology

Many local and national projects are organized in the form of trainings. Trainings, however, are special forms of projects that are commonly used for professional, aspects, but not just that. The trainings have their own development methodology. They show some features. According to the annual training plan of the employees of the State Supreme Audit Institution, 2017, the training has the following methodologies:

- Face-to-face trainings

Training through lectures in direct contact with the halls enables the transmission of knowledge from the trainer/lecturer to the participants, but by encouraging their activation in training sessions. The trainers presentations are accompanied by answers and questions, which enables the participants to clarify and better assimilate the knowledge provided during the training.

- Case Studies

The use of case studies is considered the main method of vocational training. Case studies selected from the current situation create discussions and motivate participants to be active and express ideas, help understanding new concepts and skills that will be applied in similar situations in work practice.

- Division of roles

The role-sharing technique is very effective for developing participants' personal skills and enhances interaction between them.

- Development of training materials

Developing appropriate training materials is one of the key factors for the success of the training. Training materials are a great support not only during training, but also for applying the knowledge gained in practice.

- Mentoring - Tutors

One form of on-the-job training is included in the SAI practices for the recruitment of recruited staff or for the attendance of new auditors. This is a functional practice in SAI, which has the commitment of experienced staff in teaching and transmitting knowledge and knowledge to new auditors.

- E-learning

These are training courses offered online by International Professional Organizations, such as IDI with two Programs and CEF, which are accompanied by certificates.

- Conferences and seminars

Organization by the SAI itself of Scientific Conferences and participation in National and International Conferences constitute one of the novelties in the training methodology, which will continue to be deepened.

- Publication

Publication of training materials on the intranet, the internet and other media channels extends the impact of training, making it more effective. Providing data on websites serves as a guide through which auditors provide useful information for their work. Participation in these processes increases the awareness of auditors as development factors and intensifies the deductive character of individual development processes.

- Study, reading and participation in scientific research activities

Recognition of the organization of scientific research activities, national and international conferences of the field, will promote the gradual transition from classroom training to follow-up lectures in independent and online study and scientific work in the SAI. This represents one of the contemporary methods of professional development and strongly motivated by senior management in the institution[75].

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[75] Annual Training Plan for Employees, Year 2017, High State Control, Methodology and Development Directory, page No.18-19.

6.2. Human resource Management

Human resource management is a very important challenge during the project. Not everything is written in sources of law, various acts, or statutes of organizations. Human resources are the most precious asset of any grouping, so they have to be managed in the right way to get the best product in the circumstances in which you are. Human resources are indispensable not only for project participation. This is because a truly quality project has a certain audience, which can be a special body or not. Human resources are also essential for the main part that leads the work. Teamwork is important to successfully complete the project at all stages that it passes.

Managing people is a great challenge and a tough task in the work of managers. Each person is different from others and although many theory of motivation can predict people's behavior most of the time, they are not very useful when we want to predict what a person will do in a given situation. The art of management is understanding the limitations that the theory has and the ability to modify the projections when this is needed. Human resource management can be described as the process of finding the right number of qualified people for a given job at a given time. Further, it is called part of the process of meeting the objectives set through the search, retention, development and proper use of human resources within the organization. Researching talented and motivated people is an important part of human resource management[76].

CONCLUSIONS

1. Project development policies are fluid and variable processes. This means that adaptation is the mechanism that ensures success in writing and implementing the project. Finding the balance between many constituent components on a long chain of steps and procedures often turns out to be the key to success.

2. Recognition of the institucions of law, the way the tax system and the specific economic knowledge applied to the concrete case-by-case project are only an advantage in order to know the strategic defense points and to understand the strength potential. Having this legal baggage is a strong weapon to be prepared for the consequences by first drawing the meaning of the causes.

3. Each project writer should be familiar with the procedures through which the project writing passes. Group work should be organized in such a way as to cover all the phases envisaged in the plan. The writing of the project should be well argued. Funding requirements must be detailed and convincing about the purpose.

4. Youth projects are driven by development policies. These development policies must be in line with reality, but visionary to the extent that they can be implemented. Such a fragile equilibrium is found after some successive attempts and failures in establishing realistic goals, measurable achievements and creating a realistic perspective for sustainable development.

5. Processing methods is an important step. Development methodology shows some features. The development methodology in training projects is worth analyzing for many reasons. From its analysis, many conclusions come to fruition that can be really fruitful.

6. Human resources are the most precious asset in an organization, business association, workgroup, joint venture, or whatever. People are the ones who work and ultimately, those they work for. An idea project may have different goals, different objectives, or target groups. Managing the work of the individual is the right foundation to create a successful project and a sustainable working group.

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ROMA PEOPLE AS A MINORITY IN REPUBLIC OF ALBANIA

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ABSTRACT

During the last years the minorities in the Republic of Albania had been five in number, but the way that we perceive this information and the way that we treat it is far more different. One of the biggest minorities in the Republic of Albania are Roma people which have an impact in Integration on EU. Roma people are considered by the constitution as a "language minority", which means the language that they use is far more different than us. During the last years, Roma people had experienced a various form of discrimination, which touches both types: "direct and indirect" and most appropriately direct. Roma people have no place to go because they are moved out from apartments forcefully, and so the government didn't show the amount of care despite the laws taken for applying action on those type of situations. In elementary- school children are forced to go out because they are "Non-appropriate", and the criteria is far more different, so the kids abandon the school because there is no institution to support them and the end is working on places that are not recommended, and not healthy for them, especially the age –group of 7-8 years old. Tariffs of the university also push many Roma people to move out of the university because they don't have enough money to support the education. In working place Roma people don't have health insurance, security and also they are discriminated badly and treated non-equally for the situations that need to be treated equally.The question is: How can we stop this? The problems are huge but also the ways to solve the problems are far bigger. Policies and observations taken by "Commission Against Discrimination" with the support of the government and other non-governmental institutions have made it possible to determine fields which Roma people are discriminated, and also to establish new ways on preventing this phenomenon according to "Law on Discrimination". The fields of solving are spread in: Education, Working place, Housing, and also on Media which plays a huge role in preventing the unlawful acts. Also, the documents which are ratified have a specific goal in preventing and lowering the level of direct discrimination in this minority. The purpose is to know that every person despite the ethnicity, color, and the race is equal and has the right to education, health insurance, security and also to live his/her life on his/her terms, without diversification. Also in the education process students need to know on how to prevent the phenomenon of discrimination, by taking massive action and show an act of kindness and carrying every time. We the people need to respect and act for a better life and society.

Keywords: Society, Discrimination, Roma people, Government, Laws, Commission against discrimination.

INTRODUCTION

We all know that minorities play a huge role in the state, especially on stopping the diversification which is very broad during this century. One of the minorities which I will explain in this research paper is going to be about Roma people. As we know Roma people are spread in the center of Europe and to be more specific in the western part of the Balkan, but as we know during the historical part they were treated bad, killed by many groups which until than they promote the power of majority culture.
For states like Albania, FYROM Macedonia, Romania, Croatia and so on, there is still a huge problem of coping with the phenomenon of discrimination, which I am going to talk broadly about this. More specifically I am going to talk about this, problems and ways which a lot of organizations are trying to take in my country, in the Republic of Albania. As a state which is in the way of integration of EU, The Republic of Albania has been and still face huge problems, and one of them is the problem of diversification especially on this minority.
During this time, I am going to show ways how they are discriminated, problems that happen during the history from the communism till in transition and today. As we are going to see Roma people have been

abused in different time more or less and the processes of stopping it have been little. Families which don't have money to support the kids have been moved away in the road, to work on jobs that are unhealthy, and so hospitals cannot support them. The police try out to destroy what they build so Roma people can take that money that is little and to spend it for one more day.

The laws are there but the actions are far less than we think. The question is: What are we going to do about it? Is there any way that we can stop this? During the years that passed until today, we have seen a huge work towards this minority. The problems that occur are taken into consideration and most importantly, we are moving one step forward in the integration of EU. In this paper, I am going to show the ways how to solve this. There are still problems, but where are we going to be in this situation?

Today more than ever people need courage, need support to move forward. We all have one life, so we must move one step forward to help other people that are one step back. Today many conferences and seminars, media, universities and so on, are taking actions on how to prevent this phenomenon, this problem that has ejected in every one of us. Now more and more activities are spread all over the country to support Roma people. On those sections, I will explain briefly the ways that those activities have to interact in the lives of everyone. Ways which move everyone to take action. I am going to show how media has created interaction, how activities are facing the problems, and how the court is acting toward diversification. More specifically I am going to talk about how "The Commission Against Discrimination" has distributed every activity not only in central and state government but in every institution.

More often I am going to introduce the world of Roma people, and how they conceive the world around them. The importance for the reader is to understand the gravity of the situation, and to know that the world is not only a peaceful place, but also there are deficiencies, and those deficiencies can get lower if we take action toward them. So follow me on this journey.

1. HISTORICAL BACKGROUND

1.1 Who are Roma people?

When we talk about Roma people we must understand their origin and history. Roma people as an origin are from the subcontinent of India and they migrate in central Europe and mainly in Balkan around the 13-14th century. As a language they speak Roma language which is a mix from northern India and western Pakistan, they have their own flag, and their own rules.

During the world war II, they were killed massively by *nazi* people and from Croatian bandits called *Ustasha*. As a consequence of migration, a lot of Roma people were assimilated from their culture and took the majority culture which we will speak later on.

Roma people also have their own advantages in their culture. When we speak about it we define too many proofs that Roma people are not just a normal minority, but more than that they have a cultural significance. There are also many problems and issues that we will discuss later on, which there still need a support by Roma people.

1.2 Where did they come from?

This thesis is very complicated because as we know Roma people migrate for years and years to find a good life. We know that Roma people came from the subcontinent of India and them to migrate mainly in Europe during the 9th century. For the causes why they move there are many theses but one stays strong.

During the moment when all religions took their power, Roma people migrate for the reason of freedom and not slavery. After they moved they migrate in Anadol and then mainly in Europe when they were divided into three groups: DomariLomavren and Roma people.

This thesis has its own objections, which one of them is professor Ian Hancock which stated that there have been three massive migrations, and those determined the destiny of Roma people. This thesis was not supportive during the time, and Hancock faces many objections.

1.3 Their lifestyle

Lifestyle is the main factor for Roma people. They are described as people who move in every corner of the world, and of course, they are called with the term, "The free spirit". There are many movies and concerts which makes them famous for their lifestyle for example: "**Cirque De SoreilVarekai**".

Their own lifestyle is not just full of happiness, but also behind of every happy Roma person, there is always a dark side. In periods of time Roma people were moved away from many states as "undesirable people", and so they had to migrate to secure their own life and family. Many Roma people during world wars and other periods were getting killed. So when we talk about the lifestyle we must say, it is not only because of " free life", but also because they want to survive.

1.4 The place where they live

This section is very important because the place where they live is crucial to their life. Actually, they don't have a place to live and there are many factors why. During the history Roma people were persecuted, starting from 14th – the 19th century which they were treated as slaves, until now. When we talk about global level Roma people were starting to get persecuted since in 1700 when the queen of Austro-Hungarian Empire call them "Unacceptable people" together with their job on what they were doing, and so she pushed Roma people to integrate with the dominant culture. The power of assimilation was big and the identity was even lower. With the periods moved, Roma people were persecuted in many European places, such as Spain and so on. Nazi people during the World War II were meant to persecute and kill them because they were an "inferior race" just like Jewish people.

Nowadays Roma people still got main problems which they need support. From the policies of assimilation that Former Yougoslavia took toward them up until now, Roma people are facing many forms of discrimination and segregation. They are discriminated since when they are called with the termination "**Apartheid people**". They are not registered in civil registration, and this lead to other problems that occur after that such as health problems, educational problems, settlement problems and so on.

1.5 The exact number of Roma people

In the years passed Roma people are not numbered exactly all around the world. This situation is very crucial for them not because of the number, but because of discriminative actions that states took towards them. There are many causes that can occur during one year for example not registered in civil registration, the careless nature of Roma people and the number of children which are not registered in birth registration. In one registration on a number of Roma people that "**The New York Times**" did, it was 11million people all around the globe. This causes too many disputes because, as we mention in the previous paragraph many problems occurred during the years passed, and together with non-legal support, Roma people sometimes are considered too much in number, and sometimes not . As we know they are spread all over the world like U.S, Bulgaria, Albania, Romania, FYROM Macedonia and so on.

1.6 The term "gipsy" and the other ones

When we think the word "**Gipsy**" we think about a normal word that defines Roma people around the globe, but if we see deep we will realize that it is not like that. In periods of World War II, this term was used by Nazi people to define Roma people as criminals and not humans. The word "**Gypsie**" is defined as an inappropriate act, which is criminal and not human.

Professor of linguistics Ian Hancock defines this term with foreign people which are not based in dominant culture. In fact, this term is used normally by the population, but when we speak about Roma people this is very discriminative for them.

Also, there are many terms used not only the term "**Gipsy**", and all of them come from the Greek word: "Aighyptoi" which means "untouchable and dangerous". Those terms are:

- **ZOTT – Arabia**
- **ZIGEUNER- Germany**
- **BOHEMIANS- France**
- **FARAWNI- Turkey**
- **CIGANE- Albania**
- **GAITANOS- Spain**
- **ZINGARI- Italians**
- **TSIGENES- France**
- **CIGANY- Hungary**

1.7 The first congress of Roma people

Even though we talked about the loss of identity, we know that there are some spaces which we need to speak about. In 1971 in London, the first congress for Roma people was created. Like other congresses, the purpose was to create the identity of Roma people as a minority and as a strong bond in the culture. The flag which is in green and blue with the wheel which is called "**Chakra**" in total represents the first support of Roma people.

The green part remains the lands, grass, and places where Roma people can run free and move from one part to another. The color blue represents the sky which means the freedom and joy. The wheel represents the carts of Roma people. Their anthem is called **"Djelem-djelem"**, and **"Opre Roma"**. In 1995 The Council Of Europe remains the term "**Roma**" as a term of honor and dignity, with the counseling of "**CLARE**", and now this minority is known in all over the world as "Roma minority".

1.8 The frame of Roma minority

This is related with the "magical" fame that the Roma minority has during centuries. The term "magic" in Roma people are described as people which predicts the faith of the persons and they decide on their ones. This fairytale is used by many people who think that Roma people are superstitious and not normal.

This imaginary history, which is used in many books, movies, arts describes their "magic" and what they are capable of. Movies especially and books are the ones who gave to the reader the proof of it, but for the intellectuals and professors this is just a thriller and it doesn't exist.

The other information which is a crucial one is that Roma people don't have any additional religion. They moved from one place to another and because of that and many histories that were telling it shows that Roma people don't have any additional religion. But despite that, Ian Hancock shows that during the big exodus Roma people had a close relationship with Hinduism.

1.9 Traditions of Roma people

Even though they are treated badly for centuries, Roma people are meant to have a modesty in everything that they do. Despite poverty, marriages are big and according to the tradition if there is rain and the rain stops it is going to be a marriage. In normal life, Roma people are very constructive with modesty in traditions that they have. The women wear long dresses to show the power of high morality, and also this is a big indicator in traditional dances.

2. ROMA PEOPLE IN REPUBLIC OF ALBANIA AND THE PERIOD OF COMMUNISM

As we describe the importance of Roma minority in Europe and in all over the world, now we are going to talk about Roma people in the Republic of Albania. Many minorities are gathered in the Republic of Albania and one of them is also Roma minority. Roma minority came in Albania 600 years ago just like in other European states in the 13th and 15th century, and they are called a language-minority.

As periods go by their culture were meant to change. Even though The Congress of 1971 put the term "**Roma people**" in Albania there are many terms except the term "**Gipsy**". For example Jevg, Gabel, Arighi, and so on. The purpose is to call Roma people as inferior and non-appropriate, but the advice for all the people is to avoid those kinds of terms which brings discrimination and segregation.

During the communism part, we are going to see different sections which tell us more how Roma people lived and what interaction with the majority has during this period. As we know in the period of communism Roma people were divided in two main groups: The assimilation part of Roma people, which they have interaction with the majority and the part of Roma people which didn't have any interaction at all.

There are many subgroups which are divided :

- **Caladar**- That works in copper and they are spread in Balkan.
- **Ursar**- Those who gave shows with bears
- **Curara**- Those who dealt with knifes. *Churik* in Romanian means knife.
- **Argintari**- Those who work with silver.
- **Aurari**- Those who work with gold, and so on.
- **Merckari**- Those who interacts with the majority

2.1 Settlement

The settlements for Roma people are different, depending on the interaction with the majority group. In that period of time, the policies which took has an assimilation purpose towards this minority. When we talk about the first group, this has more interaction and so the government pushes them to stay with a white family, which gave them the privilege to be welcomed. In that time there were many apartments together with minority families.

The second group which was away from the majority they actually stayed in the peripheric places. In the 1970's they were concentrated near the mountains, rivers and so on. This group has more problems because the majority of it didn't finish the compulsory education. So in this conclusion the farther this group was, the more protected their culture was, and more away the power of assimilation was.

2.2 Language

Language has a critical point in the development of Roma people. When we talk about language in the first group, the process of learning the domination language is easy. We also see a process that the more interaction was with the majority group, the more percentage has to finish not only the compulsory education but also the middle school and the university.

The other group has an opposite image, on what the first group has. The second group which was far away from the majority were less likely to learn the dominant language because the more distance it has the more difficulties the process of learning had to face. All this brings to a big consequence as it's the abundance of the school, and working in dangerous places.

As we compare those two groups we came to the conclusion. The learning process always depends on the family culture. The minority language with the language pattern that they use during the school time is far more difficult. All of this brings to bigger consequences such as abandon of the school and social problems.

2.3 Marriage

The marriage process from this period until now remains the same. In this period the girls were getting married with the two-three difference of education with the boys, which is the protection of the status quo.

A great consequence, after all, is the abundance of the school, which leads to less experience in raising children and creating a supportive social group.

Another interesting factor which needs to have remained is when females finish the university, they have more problems on finding someone on their age, compare with males which have a more easy way in this case. Those problems are even nowadays which are reflected in kids with social and psychological problems.

2.4 Education

To talk about education we need to focus on the perspectives of the two groups. The first group has more probability on finishing the compulsory education which at that time remained eight years, and also to finish university. In continuation of the interaction with the majority, the group not only finish the education but relations in jobs are professional.

The second group is different. As we stated before, the assimilation process is in the line where the second group is. This group had a tendency to not finish the compulsory education, which they finish only four years, and the other factor which is important is that jobs that they get are less professional, which we will state it in the next section. There is a low percentage which finishes until middle school, and more lower the ones who finish the university.

2.5 Working place

The working place for Roma people is hugely important, especially in this period when there were a lot of jobs. In this period the ones who finish the education had more percentage of getting professional jobs (as we said), and of course, those who have a minimal education still have the chance of getting a job. There were two main sectors which need to get focused. The first sector is the agriculture and farming, and the second one is in the cities which Roma people tend to focus on working on buildings, public sector, and handicrafts.

There were also jobs for the second group, which didn't require education at all. Those kind of jobs were a lot and we remain here: Crafts, trading and so on. Even though the constitution of 1976 stopped the private sectors, Roma people still enjoyed their small business, and there was no banning at all. We came to this conclusion that in this period, working places were much more than what will look like in transition period. In transition period we will see something different that occurs in that time. The discrimination level is increased based on what we explain in communism period. While we talk about this phenomenon if we compare two periods we realize that the level of discrimination is getting more higher in transition period rather than in communism period even though in that time as we said, the assimilation weren't direct.

3. TRANSITION PERIOD AND PROBLEMS THAT OCCURRED NOW

While we talked about the communism part, now we are going to get focused on transition period until now. As we see more deeply in the period of communism there was an indirect form of discrimination, which moves away Roma people that don't want interaction with the majority and get closer the group which wants it with a purpose of assimilating their culture and putting them on the dominant culture. During this period we see a totally direct discrimination that happens until now, with bigger deficiencies on every section.

3.1 Population structure

The population of Roma people had moved massively because of free trade and the impossible life that they had to face. The emigration started in 1990, and the number of the total Roma people were around 480.000 people. According to researches, a considerable number of Roma people moved evenly and not

step by step. Also when we talk about the level of childbirths, it is bigger and bigger and so is about the people's death. There are too many reasons, and also many causes, one reason is poverty, which brings problems in health insurance, and the causes are working places which are unsecured.

In the 1998-2001 we see that the considerable number of Roma males moved in a high number than females. During the years there are no changes in gender and no increase in a percentage of females. After 2001 which cover the rest of the transition period, we see the reunion of families that were divided since 1990.

3.2 Demographical structure

In demographical structure we see an unbalance age between girls and boys. When we came to the conclusion we see that baby boys are more preferred than girls. In this structure boys under 5 years of age are 134 while girls are 100. The same structure goes for boys and girls which are adults, where there are 104 boys compare with 100 girls.

When we see the level of death between Roma people and Albanians, according to the last census of 2011, Roma people take only 8% to compare with 16% of Albanian people. Also when we come to emigration part in this period we didn't see any Roma person in working age that can move from the Republic of Albania to another place.

According to the last census, only 55% of Roma people tell us the level of population which is increased. If we talk about old ages Roma people cover the half of the population, and Roma boys under 15 years of age cover one of the third of the population compared with Albanians.

3.2.1 Family structure

Based on the family structure we see the level of young girls which get married in an age at which the level of experience is lower for not telling that in this circle there is no experience at all. Only 19% of young girls married in ages between 13-17 years of age. While girls in 18 years of age are already married for boys go the same structure with only one of the third of them.

Comparing with Albanian girls there is only 10% of them which are getting married, in the ages of 15-19 years of age. In the ages between 20-24, we see at Albanian girls only 40% of this circle is getting married, while 70% of Roma people are getting married in lower age.

In another poll of **CESS** based on the census of **UNICEF**, the level of marriage at girls in ages between 13-17 years of age is 31%, and it contains twice bigger than the last Census made in 2011. In the last conclusion that we came to we realize that the level of the marriage of girls at Roma people in ages between 13-19 years of age, was much bigger and this is a problem that is increasing even nowadays.

While we talk about giving birth at Roma people the percentage of the age before 15 years of it it is a problem, but when we talk after 15 years of age especially in the ages between 15-19 we can say with total confidence that there is only one child and it goes around 34%. In the 18 years of age the percentage of having a child in Roma population it goes around 43% with one child alive.

And as we came im comparing with Albanian girls, having a child before 19 years of age is impossible nor a dream. In this period Albanian girls have a big advantage in percentage because they cannot have kids even in the ages between 20-24. So another factor that we need to mention is that Roma females have 2.8 children per girl, which means is twice much as Albanian females.This brings to another factor which states that when females went at the age of 50 it means that the family is twice bigger than the Albanian family.

3.2.2 The mix marriage

As we talked about marriage inside the family, there are also chances of Roma people to get married in mix marriage which means, that the bigger the marriages with the majority, the higher is the possibility of the assimilation of Roma people. In this process when we see the census we realize that the percentage of marriages between minorities is higher than marriages between the majority of people which they don't like to get mix with the other races, especially with minorities.

We see two different types of marriages one bigger than the other. The biggest percent of marriages goes for marriages with the same culture, religion, language and patterns compare with the other type of marriage which is between two different cultures, language and patterns and it is called homogamy.

3.3 The problems with civil registration

The civil registration process in this time is a huge problem for Roma people. Until 2011 it was the last population registration which remains Roma people on 8.301(eight thousand and three hundred and one) in number. The problems that occur in this situation creates the biggest chances for Roma population to move to Greece, which they have the same problem and so they came here hopeless. Roma people which stay in different apartments are not configured in civil registration, so they have moved away with force. The problem with other registrations that need to be done is huge. The non-configuration on civil registration brings other problems that occur at birth certificate, death certificate and so on. This problem occurs in working places also, but we will clarify this in other sections. The other thing that creates a problem is moving away from the center of the city, in periphic places where there is no hospital care.

3.4 Hospitals

When we look up at the health sector, we need to reflect on many things. From the transition period up until now, there are a lot of physical and psychologically problems that happen because of the poverty and non-supporting. Those kinds of problems that occur is Epilepsy, heart problems, lungs problems, headache, kidney problems, and so on. The psychological ones can be depression, anxiety, and so on.
The payments of pills are more expensive than buying food to ensure one night. During different opinions, the massive people say that they have to pay in a month for pills 2400 Euros, which are a lot expensive and they don't have enough monetary support. The only way to take the pills is the support of neighbors or close relatives.
The moment when Roma people enters the hospital there is always a disrespectful behavior from doctors. Situations which are gathered tells that. One situation which is crucial is with pregnant women when in the moment of birth the doctors didn't show the amount of care and they say that she can give birth by herself. There are too many disrespectful behaviors which include: Non-accepting, shouting in the office, no regular row between people which is the doctor's fault, segregation, insulting and so and so forth.

3.5 Police behavior

When we think about the term "police" we shall think about the regular behavior, but in fact is not like this, because more and more we are seeing Roma people that are getting abused by police officers nowadays. One key factor that we have to say is destroying of places that Roma people stay for gathering different materials from garbages. In a situation like this Roma people face an insurmountable situation, where police officers try to destroy the place where Roma people gather materials from garbage bags. Many opinions were there, but the biggest one is that they don't have money to support the kids in every single area. Another example that is crucial is the violence of young and old Roma people. Some of those situations occur in moments where they have to move them from their houses, because they don't have authorization. Those kinds of problems are raising day by day when you see Roma people that stay in lakes, or they sleep outside in tents.

3.6 Education

The period of communism leave a considerable Roma people without education, because of the way how they got to be treated. This kind of treatment still continued in a transition period when many Roma people didn't finish the education process, and so when the free trade came they were unable to get professional jobs. The opening of free trade, closing of state companies, creating a limited public sector, and socio-political problems created more difficulties for Roma people to get a job. Mostly they were moved to urban and periphic places, which jobs didn't require education at all were there.
As the time goes by we see more and more problems that are raised day by day. The way how the children get to be treated is unfairly and so they abandon the school. One example is for the children which need to get registered, but as he walks through the school, he got out of it because he was too big in age to compare with the other ones. The books are another problem, where the family cannot support it because there is a lot of money and so the abundance of school is the answers to all of those problems.
The university tariffs are far bigger, and so the adults cannot complete the university because they can't support all of it with money. As we are going to see there are plenty of Roma people on different ages that

didn't complete the education process at all, coming from the youngest till in adults and those who have a reasonable age for completing the university.

The other factor that we need to remain is that in the school there is a lot of discrimination which is the most widespread in many schools. Outside of it there is an increased number of bullying,and inside of it many teacher insult students of Roma people. Many of them are placed in the end of the class.

The percentage of the Roma people who didn't have any job at all is 81%. At the table is shown for the childrens who didn't finish the school at all. Children 10 years of age and up which didn't finish the compulsory education are 40%. Children 7-15 years of age who didn't finish the compulsory education are 36 %.

10 years old and up	40%
7-15 years old	36%

The percentage of children who are illiterate are in a low percentage. 3% goes to children which are 10 years of age and up,while 1% goes for people who are 7-15(seven until fifteen) years of age and up.

10 years old and up	3%
7-15 years old	1%

For not   finishing the compulsory education the percentage of it is increased as years goes by. As we see 33% of children 10 years of age and up finish until the 4th(fourth) grade of school,while 21%is declared to finish the totally compulsory education. For the middle school only 3%of it is declared to finish it.

10 years old and up	33% not finishing
7-15 years of age	21% finishing
16-18 years of age	3% finishing

3.6.1 The discrimination level in Roma people

The level of the discrimination also is increased during this period. We see a huge level of discrimination in the school starting from municipalities, the staff until at students. At the graphic is shown very well the level of discrimination which Roma people face at school. The refuse for entering in school is 83%,while the school administration is about 38%, from teachers it goes 22%and from other factors especially municipalities it goes 15%.

Institutions of discrimination	The percentage of discrimination
School administration	38%
Teachers	22%
Other factors especially municipalities	15%

3.7 Employment

In the case of employment, there are a lot of deficiencies which we will number them. When we talk about employment we talk about problems of 25 years of transition which brings a lack of care at Roma people. With this situation, Roma people are tending to move onto urban and periphericalparts which there are less and fewer jobs that can be essential for Roma people.

The level of non-equality is increased higher as years goes by. In jobs, Roma people don't have insurance to get protected from dangerous injuries that can be occurred, as a cause they can be damaged physically. Jobs can variate but most of them are dangerous and can cause their health and why not their life. One of those jobs can be building, which Roma people can be damaged physically.

Some cases that can be more specific tells us about the level of discrimination toward Roma people. For example, not giving an authorization job for completing the health booklet or for economic issues,not letting women work down 45years of age, not accepting because of the race and ethnicity that they are etc.

The other factor is unemployment. Many Roma people tend to be unemployed, and because of that one reason is the non-civil registration, and so it can cause many problems. Roma people are moving away from houses and as we know they are always finding places near the river or in peripherical places. Finding

garbages is the only source they have for gathering money, and this is can cause an increased level of Roma people with lungs problem.

On information and reports based on this situation, 76% of Roma people which variates from 18-65years of age are actually unemployed, while other ones tend to work. On sections of working, there is a division between many Roma people. In the private sector for Roma people, it goes 22%, while for those who are self-employed it goes 7%. For those who work in agriculture it goes 4%, while in public sector it goes 2%, and the rest of it which are housewives, students, people who reach their pension age it goes 14%.

Private Sector	22%
Public sector	2%
Agriculture	4%
Self-employed	7%
Random jobs,students,housewivesetc	14%

3.7.1 The discrimination level

When we talk about the level of discrimination, this part is getting higher especially for Roma people. In this part I am about to show the statistics of it, and the causes why this happens. In the table below I am going to show the sources of it, which are three and are increasing higher and higher. The first is the public service in work, an employer and the superior of the company.

Public service job	54%
An employer	19%
The superior of the company	14%

So when we see the level of percentage we know now that public service job is now more higher comparing with other jobs. The causes are the ones that we explain previously.

3.7.2 The causes of discrimination

The causes of discrimination are two: the ethnical and economical problem. In the table below is going to be shown the percentage of discrimination based on those causes.

Ethnical cause	92%
Economical cause	25%

Those factors are the main ones who gave us the full explanations, why Roma people are not getting an additional job. Actually nowadays there are still Roma people who work on cleaning or gathering garbages.

3.7.3 Discrimination based on services and goods

The biggest discrimination on Roma people is based on public sector and private entities,while the other ones can be : Municipalities,The public administration offices / civil status officesetc. At the table we are about to see the level of discrimination toward those institutions.

Public bodies	88%
Private entities	18%
The public administration office	37%

Hospitals	30%
Municipalities	16%

In the table below is going to be shown the causes which bring the discrimination level higher. Two of them are: ethnical and economical.

Ethnical cause	94%
Economical cause	61%

3.7.4 Discrimination based on public sphere

As we talk about all spheres, we cannot forget about the public sphere. Mostly this kind of discrimination goes 2% on their hood,2% outside of their hood and 1%goes for both. Based on information the sources are mostly neighborhood which it goes 11%or people who pass on the road with 54%. The causes for this problem can be economical which goes 86% and ethnical with 30%.

3.7.5 The place of discrimination

In the table, one is going to be shown the place of discrimination on Roma people. As we explained briefly, the percentage goes more for inside and outside of the hood.

Inside of the hood	2%
Outside of their hood	2%
In both	1%

In examples that we can mention is bullying inside of the hood. In one case a group of students bully one Roma person and send this form of bullying in YouTube video. This is not the only assault that Roma people face, because even in urban places they are discriminated in the moment that they enter in bus.

3.7.6 The sources of discrimination

In the table two is going to be shown the sources that bring the discrimination. The percentage goes as we are going to see on the table.

Neighborhood	11%
People who pass on the road	54%

3.7.7 The causes of discrimination

In the table three is going to be shown the causes of discrimination. The percentage goes as we are going to see on the table.

Economical problem	86%
Ethnical problem	30%

4. THE WAYS HOW TO PREVENT THE DISCRIMINATION ON ROMA PEOPLE

During the previous chapter, we talked about the level of discrimination, segregation, and assimilation towards a big minority such as Roma people. In this section, we are going to explain briefly the ways how to prevent the discrimination based on activities and methodologies that an organization like "**The Commissioner against the Discrimination**" made. There is still work to do, but this is a good start for preventing this phenomenon that infects all minorities especially Roma people.

4.1 International organisations and integration in EU

Based in this section "**The Commissioner against Discrimination**" has made a positive step and a fast progress toward this field. In the organizational section there are over 15 international organizations that are kept, and also those organizations are based on integration in EU. The EU conference advised all the institutions to pay attention to Roma people based on activities and making laws for preventing the phenomenon of segregation. In the parliament, there are no more than 10 hearings, when it is discussed this situation.

The support of the Council of Europe has made "**The Commission against the Discrimination**" to fulfill these steps in order to keep the progression higher. The five steps of making more progress with the support of "**The Council of Europe**" are:

1). Opening of three regional offices of commission against discrimination.
2). Fixing the inside procedures based on regulations of commission against discrimination.
3). Building a database for the cases.
4). Analysis and drafting recommendations for the improvement of " The law against discrimination".
5). Continuous training of the staff.

4.2 The conferences and discussions

In many places "The Commission against the Discrimination" has made different conferences and seminars based on how to prevent discrimination and segregation. Based on that, the commission against the discrimination emphasizes this on "**The University of Tirana**" with the topic "***The human rights and the equality of gender***". Based on this The Commissioner emphasizes the role of the justice based on problems of non-equality, and what can they do to change that.

During the conferences and discussions, The Commissioner also took in his responsibility the tariff problems with Roma people that they have to face in universities especially.

Based on that, The Commissioner with the help of the government took action and successfully make it possible now for Roma people to continue the university without tariffs that are higher and higher.

4.3 The activities of the commissioner

The Commissioner in his agenda took many open days for the preventing of discrimination toward Roma people. In the rapports that are made were four open days, and together with that a lot of other activities and responsibilities. In those activities, it is emphasized the importance of non-segregation and non-discrimination.

There are many pieces of information gathered from books which familiarizes the people more and more with the discrimination, and how to prevent it. On that information, the language is divided for many people, and also in the Roma language.

Another factor which it needed to remain is sensibilization of people also in social media, which plays a huge role in making people conscious of this phenomenon.

In the activities that The Commissioner took, also the activity with "**The Institution of Roma Culture**" is important. The discrimination process based on race, ethnicity, political nature, language or part of a group are discussed in this session. The sensibilization of the youngsters in this problem is another main point which gathers both institutions for discussion.

4.4 Non-profit organisations

During those years the commissioner took also connections with non-profit organizations, which now they are spread all over the place. The nonprofit organizations took an important role in taking action against discrimination and pushed people to do more than what is done until now. There are a number of those nonprofit organizations.

In this section the commissioner took the idea of sensibilization with those organizations and more of them which are:

- **The children of the world and Albania.**

- **"Mother Teresa" Association**
- **"Integration of Roma people"association**
- **"S.GiovannaAntida" association.**
- **"Santa Maria Marianisti" association**

4.5 Supporting of central and state government

The most important point that we need to mention, is the organization took by central and state government. There are many organizations took against discrimination, and those actions are a great sensibilization for every citizen that lives in The Republic of Albania. One of the main activities were: "***The protection of women and girls against abusement and ways how to raise the legal power towards this problem***". This activity is in cooperation also with the judicial power which is the main key to stopping this phenomenon.

4.6 Visibility of media

Media is the keyword that every state including The Republic of Albania has it. Even though that the problems with media are a lot, it cannot be an obstacle for using it even for positive impact.
The Commissioner against discrimination emphasizes this on many Media televisions, electronic or written which the topic of the day was " The discrimination and how to prevent this phenomenon with good practices".
In this situation, The Commissioner spoke about many problems that occur during this period. Those problems are huge and the main factor of discrimination. It can be :
- Women Violence
- Pedophilia
- The deal that the commissioner made with national post office,to send the materials and other activities on the book to urban places and other areas where the communication is weak.

4.6.1 Conferences and actions taken by media

On the conference with the name "***The Protection Against Discrimination: Positive Models And Challenges***" the commissioner emphasize the purpose of protection of minorities and he calls all non-profit institutions, civil organizations and especially media, to take action toward this problem. The problems can occur not only for Roma people but also for people with special needs, females which they feel the discrimination more and more, and most importantly minor people which they tend to get abused especially young ages. This conference is made according to "**The law against discrimination**".
On emphasizing Roma problems The Commissioner calls especially media to take action toward problems that occur with Roma people, problems that touch their economical issue, working places where they don't have insurance, the bureaucracy that decides toward the faith of this minority, the education problem where the tariffs are big, quotes of the university where the students don't have the possibility to pay it health problems and so on.
There are a lot of cases that media emphasize it. The Commissioner made a lot of declarations on electronic and written media based on what problems may occur if people and government especially don't take action. The commissioner speaks about this topic in many private media which have an influence in The Republic of Albania such as **ABC News, News 24,**and so on.
Writing media also remain this problem in many newspapers. **"The Voice Of America"** wrote about the problem that European Union sends to the government about the level of discrimination on every organization and institution. Another newspaper describes how the policies destroy their home and working places where they spend a lot of time for gathering little money on garbage bags for example.

4.7 The commissioner and the laws

While we emphasize the activities that determine the future conditions of Roma people, we forgot to mention the legal power, which is decisive for the future of this minority. The Commissioner and the court has a lot of relation between it. During processes, there are amended seven different laws which The Commissioner gave it as a form of recommendation based on "**The Law Against Discrimination**". Those

kinds of laws touch: **"The right of children" "The right to address in administrative courts " "The right of Protection by the state"** and so on.

The procedure on how the court will respond to the commissioner about the problems is simple, as a matter of fact, the court has the duty to gather all the possible cases in consideration. Based on Act 36 and Act 32 the court has the right for the requirement from The Commissioner all the possible information, results in written form, profs and actions that The Commissioner took during this problem. The Commissioner has participated no more than 59 times in the court.

4.7.1 The law on protection of juveniles

This law is accepted on 30th March of 2017 and it is adapted directly on 1st January of 2018. This law covers, investigations, court procedures, criminal consequences and other pieces of information which are related to juveniles that took a criminal act. This law also covers juveniles who are victims of a crime and/or juveniles who are a witness in an additional crime. The age depends between 18-21 years of age.

Based on this law in Act eleven, on the principle of "Protection against discrimination" it stated that :

"The rights deriving from this Code are guaranteed without any discrimination against any juvenile in conflict with the law, victim or witness, regardless of sex, race, color, ethnicity, language, gender identity, sexual orientation, political, religious or philosophical beliefs, economic status, education or social status, pregnancy, parental responsibility, family or marital status, civil status, residence, health status, genetic predisposition, disability, belonging to a particular group and any other condition of the minor, parents or juvenile legal representatives."

Based again in Act eleven on this principle it is stated :

"*Juvenile rights provided in this Code shall be protected against all forms of discrimination for one of the causes provided for in paragraph 1 of this Article.*"

4.7.2 The right of protection by the state

This law requires the procedures, formalities, actions that an administrative court need to take based on the protection of the state. In this procedure the state guarantees to people in need especially Roma people support and help based on governmental institutions and activities.

This law protects people which are :\
- Juvenile that are being abused.
- Juvenile that open a case against their guardian.
- People who are covered in this law.
- Victims of family violence
- Victims that are used for trafication,in every stage of criminal procedure
- Juvenile which are against the law.
- People who stayed in "Institutions of support" and so on.

Based on article four the judicial help is giving in those kind of ways :
- Equal access between people on judicial help
- Equality and non-discrimination among people who reach judicial help.
- Professional help by judicial support.
- The qualities and efficiencies that Judical support gave to those people.
- The protection of confidentiality.
- Avoiding and stopping "the conflict of interest".

4.8 Roma people in political activity

This topic is one of the most important in the issues that Roma people have. When we say political activity Roma people has a negative impact on it, and it is impossible for them to take part as a political power. There are many reasons why and some of them can be :
- The electoral mode which is a proportional level
- The new administration reform which is not appropriate.
- Buying of votes.
- Failures and disappointments that create the basement to not take this kind of inniciative.
- Problems that occured for Roma people,which make them impossible for a normal life.

Those kinds of problems are very crucial in general. If we focus on state elections, there is still a level of impossibility for Roma people to take part. One of the main reasons is because of the proportionalelectoralmode , and secondly, as The Republic of Albania is divided into twelve regional zones for election there is still a problem for Roma people. The main reason why is because as a population they are less and the division in those zones are not enough, so it is impossible for them to face other possible parties which have a great possibility to take the elections. Thirdly it is because the division of mandates which still depends on a number of people.

If we talk about central elections there is the same problem, as we talk in state government. The reasons are too much, but still, Roma people cannot escape from the phenomenon of buying votes. This is a great problem for Roma people which inspires to create good standards for their life. Political parties still put some Roma people on their party to create the opinion of non-diversification, but this side is a surface compared with other problems. Nowadays Roma people has also a positive impact towards some functions that they have.

Most of the places that Roma people have are focus mainly in the local and municipal council and in parliament. This has a great impact because it is a message that everyone needs to respect the multiculturalism and of course it is a way to solve their problems which are too many. Roma people are special and still, they have not a political party, but we are acting for preventing the diversification and discrimination of the people toward minorities.

CONCLUSIONS

After all sections and pieces of information that were gathered in this research paper now, we realize what it means to be diversified and to stand in front of all the obstacles. Even now in 2018, there are still problems that we need to face toward this phenomenon. We are talking about not to discriminate but the actions that we take are different from the words that we speak. During this journey, we realize that Roma people have a big hole in the ground of dignity, and they are not what we think they are despite rejections and the worst problems that they are facing.

We realize that they are not only a big minority but a minority with culture, traditions, clothing, language, and of course the main thing, freedom. During the periods from medieval ages up until now they are facing a tremendous amount of rejections, abusement and of course even though that the civilization moved fast, we see too many problems in each and every part of it.

Since in communism we saw that even though the level of discrimination was lower, the policies of the state were to assimilate their culture in an indirect way. Depending on that Roma people were divided into two sections which one was with the majority culture and the other was inferior towards that. Education, Work, and settlements for the first group were more efficient and the possibilities were higher than what we think, compared with the second group. Marriages were the same for both groups with the age around 13-19 years of age, which in transition period remains the same and it was a big difference compared with the majority of Albanian girls

During the transition period, we saw that the exodus of Roma people was big and the answers are a lot. With the coming of free trade, Roma people had no place to go, live, work and take medical care for their health. On civil registration one in a million of Roma people were registered compare with the other which didn't get registered at all, so the problems lead to the lack of settlements, jobs, no health insurance, and of course the level of the death, especially at old people, were bigger.

In every single section, we saw a big problem. We saw that in education the number of students that left the school because of the tariffs of school books and the registration is big, and so this leads to more problems like the abandonment of school and so on. We saw that in working places Roma people were inferior and because of the missing on the civil registration, they don't get a certificate on a job or an insurance. This lead to health problems because of gatheringgarbages which police officers moved away and destroy the only work that is possible for them.

In hospitals, the problems are getting more and more because of the level of inferiority at doctors. Roma people don't have to pay enough money for medications, and the higher percentage of pregnant women, children and up until elders is bigger and bigger. The doctors use the segregation part to let Roma women stay aside and when they come to take medication there is also a level of abandonment.

Problems are a lot, but as we analyze those problems we focused also on answers of them, maybe not all of them but still, there is a hope for Roma people to get integrated into the majority culture and for the multiculturalism to live forever. **"The Commissioner Against Discrimination"** took many responsibilities and actions as a message from "**The European Union**" in every section starting from international organizations, EU congress, Media, Court and so on and so forth.

As we finish this research paper, I have to tell that life is too short but also to precious to not invest especially in people which need us. We see that they have true potentials also in political, and cultural part, and we as people underestimate them. Roma people are not just a minority but a miracle that has lost during centuries. We as people need to remain not only to the state but also to ourselves that culture does not mean only the dominant one, but it means "**Together in one**".

Diversification is not the answer. As the days go by there is still work to do toward many problems that Roma people faces, problems that occur not only in sections that we described but within us, you and me and all other people around us. They have their own rules but why we can't make theirs better? Why we don't interact with them and show them the amount of care? We all are born equal and equality it is not between you and me, but between all different people with different culture, race, language, patterns etc. A better life comes when we, as people of a state work toward difficulties and obstacles to have a better life not only for us but for the community that we are living,especially Roma minority.Together in one.

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"Investing in Youth for a Sustainable Future"

Stream: **Communications**

AN EXPERIMENTAL STUDY ON THE FAKE NEWS PHENOMENA: PERCEIVED AWARENESS OF THE FUTURE PROFESSIONALS

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ABSTRACT

It was a fine and normal day. You went to your usual social media morning routine. Upon browsing, you saw a news item about the death of a famous person in a very extra ordinary way going viral. You went ahead and read it. The story was so elaborated, too good to be true, but it got your attention. The graphic content, as well, looked legitimate. Convinced that the story was true, you immediately shared it on your social media wall. Fifteen minutes later, another news item had started going viral saying the earlier news was actually a hoax. You fell for this phenomenon called 'fake news.' This phenomenon got its new found fame during the 2016 US presidential elections wherein different information meant to mislead people circulated. People everydays are at risk of exposure to fake news, especially in a digital age like today wherein information gathering is easy and fast. Having no fact-checking habit is also a disaster waiting to happen. Companies involved with online practices and educational institutions are starting their initiatives to eradicate this emerging problem. With the re-emergence of this phenomenon, today's media practitioners, probably unprepared and caught off guard, were the ones who were in the battle frontline against it. They were able to fight back but then the battle has just begun. How can we ensure the media literacy is efficient for our future media professionals? How assured are we that our current students are getting prepared to win this battle? This study conducted an experimental study among Communications student in Kocaeli University in Turkey to be able to assess their ability to determine real news from the fake ones with limited data at hand. This is to determine if they observe analytically or intuitively on serious situations like the fake news phenomena. The method of research done was by giving the respondents 10 news items with pictures and limited information. They were asked to determine whether each news items were fake or not, and they were also asked how they were able to derive to their answers. The study was able to find that the respondents have the ability to avoid being a victim of misleading information easily. The accuracy on determining fake news was promising. However, the study also found out that the education meant for media literacy still needed to be updated and improved.

Keywords: Fake News. Social Media. Media Literacy. Journalism. Social Media and Online Habits. Communications Students. University Students in Turkey. Facebook. Turkey.

1. INTRODUCTION

On December 4, 2016, a man from North Carolina, carrying an AR-15 rifle, drove all the way to Washington DC to go to a pizzeria and create havoc. This place wasn't any ordinary pizza place; it was said to be a site of a massive child sex ring connected to US presidential candidate Hillary Clinton's campaign. The man searched the place and fired shots. Luckily, no one was harmed. It was later on proved that there were no children in the pizza place. The man surrendered to the police and later on pleaded guilty on two felonies. He may have acquired this information from an online discussion, which started on November 3, 2016, stating false material about Clinton. The man was a victim of fake news that was soon called as "pizzagate" (Leon and Damon, 2017). The Pizzagate and related stories about it gained one million tweets on Twitter (Shu et al, 2017).

The 21st century has been, no doubt, the breeding ground of misleading information, or what people call it nowadays, "fake news." On a daily basis, people are surrounded by fake news, and they weren't even aware of it. As we enter the digital era, people have drastically changed the way they entertain themselves, as well as the way they get their news and information. Besides printed information sources like newspapers or magazines, the Internet is currently an important source of information (Kim, Yoo-Lee, & Sin, 2011). A consequence of the vast amount of online information is the fact that people simply do not have time to observe all the information (Graauwmans, 2017).

The height of the proliferation of fake news happened during the 2016 US presidential elections. Outright fabrications of news stories intended to damage the Democratic candidate spread on social media. The information gathering of the American citizens was summed up into three social media habits: 62% of US adults get news on social media (Gottfried & Shearer, 2016, as cited in Allcott and Gentzkow, 2017), the most popular fake news stories were more widely shared on Facebook than the most popular mainstream news stories (Silverman, 2016, as cited in Allcott and Gentzkow, 2017), many people who see fake news stories report that they believe them (Silverman & Singer-Vine, 2016, as cited in Allcott and Gentzkow, 2017), and the most discussed fake news stories tended to favor Donald Trump over Hillary Clinton (Silverman, 2016, as cited in Allcott and Gentzkow, 2017). Donald Trump might not have won if it wasn't for fake news.

After the victory of President Donald Trump, he has maligned the news media, except Fox News, as intransigently hostile to his ambitions and therefore pitted against the interests of the country he leads. They are "the enemy of the American people," and he exhorts his tens of millions of followers not to believe them (Dornan, 2017).

Fake news: how and why is it done?

Fake news were created, fueled and spread due to various reasons.

What if I told you that your views and opinion about a certain matter nowadays weren't really originally produced by your own thoughts? What if I told you that there are people, even companies and organizations, which are dedicated to lead you in a direction that will benefit them, politically or commercially?

Our Smartphone is a vast psychological questionnaire that we are constantly filling out, both consciously and unconsciously (Grassegger & Krogerus, 2017). The data we input on our browsers were being fed to these people without our knowledge. In an interview with Recode's Executive Editor Kara Swisher concerning fake news (2017), she said there are thousands of Google and Facebook engineers manipulating people every single day. She also emphasized that these happens because they want people to engage on their platforms as their business is advertising and engagement.

Nowadays, it is very easy to put up a website and it is very easy to monetize web content through advertisements (Allcott and Gentzkow, 2017). To be able to gain profit, the people behind this "business" create hoaxes and over exaggerated stories as it is more likely to go viral than the normal ones. This phenomenon is also known as 'click-bait.' Since these kinds of websites are short-lived, they tend to maximize the short-run profits from attracting clicks in an initial period. Also, they make no investment in accurate reporting, so their underlying signals are uncorrelated with the true state. (Allcott and Gentzkow, 2017).

The motivation of spreading fake news can also be ideological. Some fake news providers seek to advance candidates they favor (Allcott and Gentzkow, 2017). In an interview with CNN's "Reliable Sources" host Brian Stelter (2017), he said that this is creating a dividing line in the culture that is not healthy for democracy; that you are either in this media organization or not. He added that people are feeling starved and not nourished by the news, and that they wanted to know who to trust. In the same interview, Swisher (2017) agreed on it saying that mainstream media are under assault and people are thinking that it is no longer credible, resulting doubt on who to trust. Consequentially, it creates partisanship. Dornan (2017) almost had the same view.
According to him, anger seems to be the major force as to why fake news are spreading due to political motives: anger at the political establishment, anger at elites, anger at globalization, anger at immigrants and refugees, and anger at the mainstream media.

Another possible reason for creating fake news is the "pseudo-event." This is an act of staging an event to gather media attention. According to Dornan (2017), 21st century has become a plastic reality. Stelter (2017) said that people click on something that will make them feel better. In the not-so-distant future this

content may be so consistent with what we already know and want to believe, it will be impossible to tell whether it is authentic or just contrived to be (Dornan, 2017).

If you think fake news has created enough problems already, wait until you hear about the social bots. Social bots are software-controlled profiles or pages, also known as "fake profile," created to post content and interact with the legitimate users via social connections, just like real people. To make matters worse, echo chambers (exposure to only like-minded individuals) make it easy to tailor misinformation and target those who are most likely to believe it (Ciampaglia, et al, 2017).

The phenomena of fake news

On 1835, the New York Sun has started reporting about a discovery of inhabitation on the moon by man-bats. The articles even described these man-bats as smart, and they were discovered via a telescope while they were talking among each other. The series of articles had become a hit gaining worldwide circulation instantly. Copies of the newspapers were sold out and was also demanded to run on larger prints. It was later on found out to be a hoax in an attempt to gain more sales. The newspaper has based the story on the actual work of English astronomer John Herschel's expedition to the Cape of Good Hope (Wills, 2017) and editors tried to spin off something from there. This famous fake news story is known to be "The Great Moon Hoax."

Despite its new found fame on political debates, fake news is something that is not new. It has happened before and it is continuously evolving. The name of which has developed from "yellow journalism" to "tabloid journalism" to "fake news." Maharaj (2017) would call it "yellow journalism on steroids," while Dornan (2017) would paraphrase the 1800's term "sensationalism" to 21st century's "clickbait."

Yellow journalism can be dated back to mid to late 1800's in the height of the competition between two major newspapers in America; Joseph Pulitzer's The New York World and William Randolph Hearst's The New York Journal. At that time, The World would focus on stories that appealed to masses, while The Journal would focus more on crime, disaster and scandal reporting. The comic feature in The World was so popular. The "yellow kid" drawn by Richard Outcault was the most famous cartoon character in Pulitzer's paper. It prompted Hearst to copy this strategy and later on hired Outcault. Pulitzer hired another cartoonist to continue the yellow kid skit. For three years, both newspaper have featured the same comic on their spreadsheets. Because of the yellow ink, combined with the sensational treatment of the news, gave rise to the term "yellow journalism", which included headlines in excessively large type,
lavish use of pictures (some of which were faked), and fraudulent stories with faked interviews (Smith, 2006). The competition was so intense that they have become a public menace; banned from some of the home of New Yorkers.

There is no agreed definition of fake news. A narrow definition of fake news is news articles that are intentionally and verifiably false and could mislead readers. There are two key features of this definition: authenticity and intent. First, fake news includes false information that can be verified as such. Second, fake news is created with dishonest intention to mislead consumers. This definition has been widely adopted in recent studies (Liu, et al, 2017.)

1.1 Objective and Significance of the study

The proliferation of fake news and its new found fame has created worries on media entity that are dedicated on delivering true and accurate information. According to Stelter (2017), it is going to get worse before it gets better. He also said that people get more confused that they don't bother believing or verifying information they see on social media; and this confusion benefits people who are in power.
The digital age has given people a lot of outlet to distribute information. People can post anything and anytime on social media platforms such as Facebook and Twitter. Satirical websites are becoming more sophisticated, more creative, copying designs from verified news outlet's website, create informational fake videos, fake social media accounts just so they can fool the people by going to their websites and gain

money through ads. With the help of just few clicks, false information can now be easily spread in a snap of finger. Not to mention, it is free.

Media literacy is a developing concern, especially towards the youth, as it has impact to the future generations. According to Swisher (2017), Stanford conducted a study towards high school students showing that most of the high school students successfully differentiated fake images from the real ones without even looking for sources, attribution or photo credit. In the United States, initiatives were done to provide news and media literacy classes in middle and high schools (Dornan, 2017).

The purpose of this paper is to determine how future media professionals digest information they see on social media. This study intended to focus on the Communications students in Kocaeli University in Turkey. This is to determine if media literacy is also an emerging concern in the said country. This is also to contribute to the awareness of today's emerging problem by determining whether those who have first-hand knowledge regarding how news and media works have enough understanding on their chosen field of expertise. It is also important to know how our future professionals will contribute to the media as the future of journalism entirely depends on them.

The hypothesis in this study was based on all the given information mentioned. Although they are considered the future professionals of the industry, their social media and online habits wouldn't be as far from the recent studies mentioned in this paper. This would be the first hypothesis. The second hypothesis was that respondents could be able to make informed choices even with limited knowledge at hand. Lastly, as the third hypothesis, the respondents were well-informed when it comes to news and information. This hypothesis would be able to measure the level of media literacy they were gaining from their institution.

2. RELATED THEORIES AND STUDIES

The accessibility of the information is an important factor on how people interpret the data they have gathered. According to the dual-process theories, there are two types of information processing: slower and reflective, and fast and based on intuition. The first type is more about reasoning, deliberation, and cognition, which makes it more analytic (Frankish & Evans, 2010, as cited in Graauwmans, 2017). While the second type focuses on the first emotional reactions (de Vries, Holland, & Witteman, 2008, as cited in Graauwmans, 2017). When time to evaluate the information is limited, people tend to rely on their intuitive reactions (Graauwmans, 2017). According to Kensinger & Schacter (2006), when seeing news items, this experience triggers an emotional response, like many other events in our lives. Graauwmans (2017) believe that the intuitive reaction focus more on the emotional or arousal factor, and that intuitive processing is higher than deliberative. Therefore, people describe the message of a fake news either totally positive or totally negative. Interpreting these findings to the reaction of the man featured on the "pizzagate," he clearly acted on the fake information based on his emotions or gut feeling.

However, in an experimental study conducted by Graauwmans regarding the credibility evaluations of fake news depending on information processing, the above information used as hypothesis were tested. The experimental design of the study included three Dutch news article wherein the first and the third items were not authentic.
The respondents ranged from student to professionals whose ages were between 15 to 66 years. The 534 respondents were divided into two groups: intuition condition and deliberation condition. The assignment of group was random. Each respondents, for intuition condition, were given only 15 seconds to view each news items, while the deliberation condition were given freedom to read each item carefully with a minimum of 25 seconds time limit. After that, they were given short questionnaire for valence of the article, experienced arousal and perceived credibility of the news items. Out of the 534 respondents, only 270 were able to finish the experiment.

For the first news item, 97% of the respondents were able to answer it correctly, while 98% were able to answer the remaining news items correctly. This result showed that there was no difference when it comes to differentiating fake news between the intuition and deliberation conditions. Nevertheless, contrary to its first hypothesis wherein people rely on intuitive reactions when it comes to fake news, the study showed

that the intuition condition group were less credible than the deliberation condition group. Also, there was no difference between the two conditions when it comes to arousal, contrary to its another hypothesis saying people on the intuition condition focus more on the emotion when reacting. However, the study mentioned limitations that may have affected the results including the number of news items presented, the possible familiarity of the respondents on the research process, higher dropouts on one of the groups, and the filling up of the questionnaire was done in a controlled manner.

The connection or the dynamics between what the media presents and a person's life experiences also affects how a person perceives fake news. The everyday or the common-sense theory of media use allows people to comprehend how a certain content should be read. This theory gives us the ability to make consistent choices, develop patterns of taste, construct lifestyles and identities as media consumers, and make critical judgements. Also, it enables us to distinguish between 'reality' and 'fiction', to 'read between the lines' or to see through the persuasive aims and techniques of advertising and other kinds of propaganda, to resist many of the potentially harmful impulses that the media are said to provoke (McQuail, 2010, p. 21-22).

A recent study done by the Stanford Law School (2017) showed the effect of the exposure on fake news to the Facebook users. According to the study, 79% of the Americans use Facebook, and two thirds of them get their news from it rather than newspapers. However, they have observed that young people tend to get their news from different online resources while the older users usually rely on Facebook together with other traditional media forms. Facebook users were also observed to most likely react on news items shared by their friends, and from the Facebook pages the users have interacted with.

The certain study was able to come up with four interesting observations. First, Facebook users tend to believe news the first time they see it regardless if it's real or fake. Therefore, early exposure to fake news means high probability of the users believing it even after they get corrected. According to the study, the more exposed they are to a false story, the more they tend to believe it. Correcting false information may also be detrimental, especially to non-believers, as they will just use it to strengthen their beliefs, while believers will just ignore and continue believing the fallacy (p 40-41). Second, the users took the "Pizzagate" issue consistently and proportionally negative. But what's more interesting is that the user's engagement was higher when posts were about analytical articles rather than sensational articles, which showed short and lesser engagement. They were more interested on understanding how it happened until the events after that, leading to developments as the issue continued. Third, the user's vigilance to assess a story being real or fake depends on their level of education and clicking habits. The study, however, defined vigilance as "cognitive mechanism for epistemic vigilance against the risk of being misinformed" (p 44). Users with higher education expressed more vigilance than those without high school degree. But those who have higher education tend to fact check information first before sharing a news item. Lastly, Facebook users claimed they were knowledgeable about Facebook tools, but when asked if they knew there was a tool for reporting fake news, majority admitted they didn't know and have never used it.

Having said that, study also showed that Facebook users expressed confidence that the problems regarding fake news will soon be resolved because of the new Facebook tool. However, the confidence was tied to the knowledge that there was a tool combatting fake news oblivious to the fact whether it is working or not.

An interesting study about political ideologies shared on Facebook was done by Bakshy, Messing, and Adamic (2015). According to them, Facebook friends were segregated according to their political beliefs. The information was mediated online through social media, personalization, and manual or algorithmic information sorting. Because of these, new kinds of exposure were created: echo chambers and filter bubble. Echo chambers are the exposure to only like-minded individuals, while filter bubble is the manner in which content is selected by algorithms according to a viewer's previous behaviors. However, in their findings about the US politics, it was found out that there was cross cutting viewpoints amongst ideologically aligned users. Also, unsurprisingly, it showed that the composition friend networks is the most important factor limiting the mix of content encountered in social media: liberals tend to be connected to fewer friends who share conservative content than conservatives who tend to be linked to more friends who share liberal content.

3. RESEARCH METHODOLOGY

To be able to assess the ability in determining fake from real news, a descriptive survey method was used. The study used a qualitative approach in measuring the answers from the respondents.

A survey questionnaire was used as data gathering tool for this study. It was divided into four parts: profile of the respondents, exposure to social media, social media habits, and the ability to evaluate fake news. In determining the ability to evaluate fake news, a series of questions obligating the respondents to conclude given information, to be fake or not, were presented. Perceived reasons derived from these answers were also asked.

The units of analysis were the respondents. The respondents of the study were those who were studying in Kocaeli University, particularly in the Communications Department. In this paper, these respondents were described to be the future professionals.

An online survey among the target respondents was conducted from the end of April towards the first week of May. The online questionnaire used was Google Form. The results were tallied and interpreted via tabular and graphical form

3.1 Materials

The news items chosen for the study were searched randomly on the internet. To ensure the legitimacy of every news articles or photos, multiple fact checking were done with the use of the internet, including searching for each original and factual sources. Each news items were presented with photos and short information about it. To seek accurate results, the photos and information weren't fabricated by the researcher. These news items were provided to the respondents to measure their capacity to discern on their first impulse with limited data at hand.

There were 10 news items in the survey questionnaire. The scope of the study didn't limit itself to a single country's news events. Although the news items were searched randomly, they were chosen because some of them were the ones that most likely went viral during its existence. In this study, a news item is considered fake if the false contents were purposely made to mislead the audiences. The fabrication ranges from the images, headlines, or even the story itself. Questions number 3, 4, 5, 7, 9, and 10 were fake news.

The respondent's knowledge on how they were able to determine fake news from the real ones was measured by the follow up questions in each news items. Questions were answerable by "by observing details in the photo/news," "it shows it came from a trusted or fake source/website/news agency," "I guessed," "I don't know," and "others."

4. RESULTS AND DISCUSSION

The survey questionnaire gathered a total of 60 respondents. All of the respondents completed the survey form successfully. However, four responses were removed because one respondent mistakenly submitted his answer twice, while the other three were not from the Communications department. The tabulation continued with the answers from 56 legitimate respondents.

4.1 Profile of the respondents

The age of the respondents ranged from 18 to 35. The age group that registered majority of the answers were 25 year olds (19.6%). Female respondents (53.6%) were dominant than male respondents (46.4%). The study was open for both Turkish and foreign students studying in Kocaeli University, however, majority of the respondents were Turkish citizen (60%). Out of the 56 respondents, one response was eliminated for the nationality section because of a faulty answer.
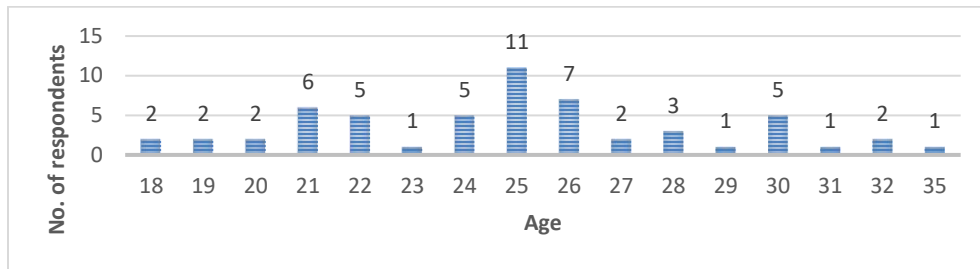
Figure 1. Age of the respondents
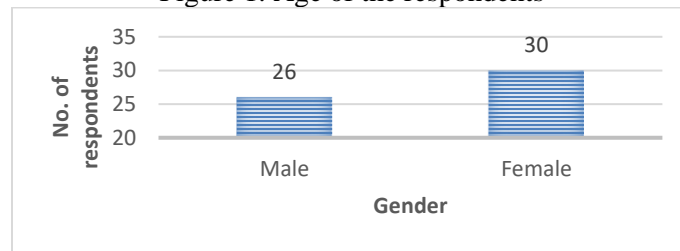
Figure 2. Gender of the respondents
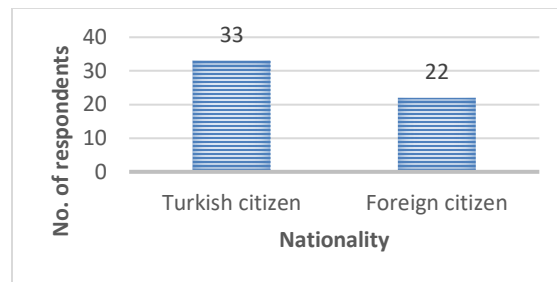
Figure 3. Nationality of the respondents [1]

Most of the respondents were studying a master's degree (53.6%), followed by the undergraduates (39.3%), then the doctorate students (7.1%). The great number of respondents came from the Journalism department, followed by the Radio, Television and Cinema department.
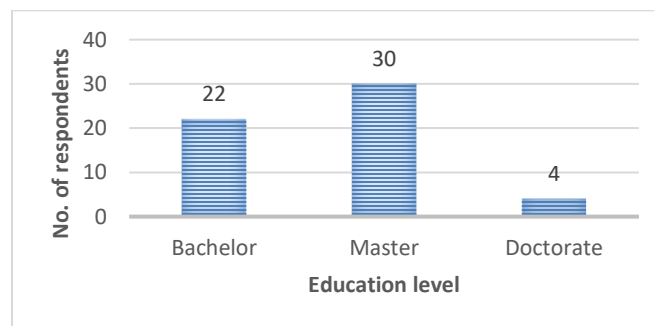
Figure 4. Education level of the respondents
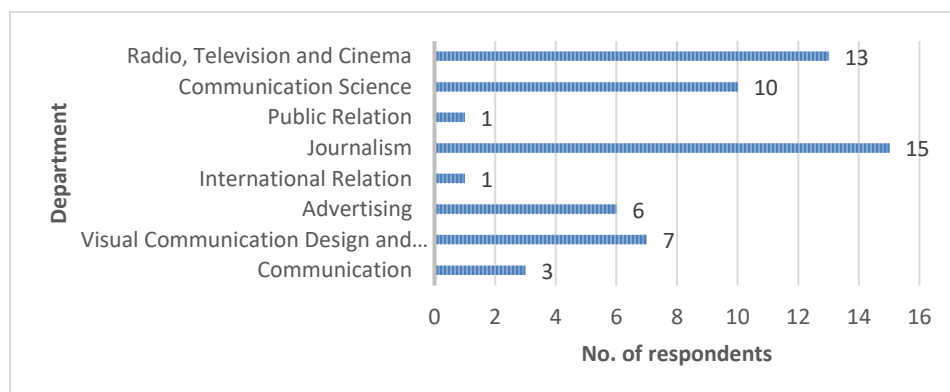
Figure 5. The departments of the respondents

[1] Foreign nationals who participated were from: Indonesia, Zimbabwe, Tunisia, Ukraine, Afghanistan, Sudan, Jordan, Pakistan, Syria, Colombia, Bahrain, Palestine, Kenya, Kurdistan, Bangladesh and Bulgaria.

4.2 Exposure to social media

A significant number of the respondents (75%) said that they get their news from social media more rather than the traditional media such as television and newspaper. Radio was never used by the respondents. Majority of the respondents spend two to three hours a day on social media (32.1%), while Facebook was the most used social media platform (37.5%).

SOURCE OF NEWS

Friends, 1
Newspaper, 7
Others, 1
Television , 5
Radio, 0
Social Media, 42
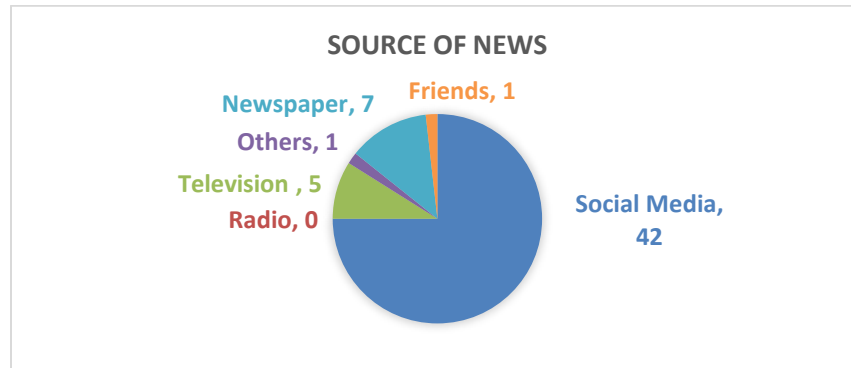
Figure 6. "Where do you get your news from?"

SOCIAL MEDIA PLATFORM PREFERENCE

Others, 15
Facebook, 21
Youtube, 4
Twitter, 16
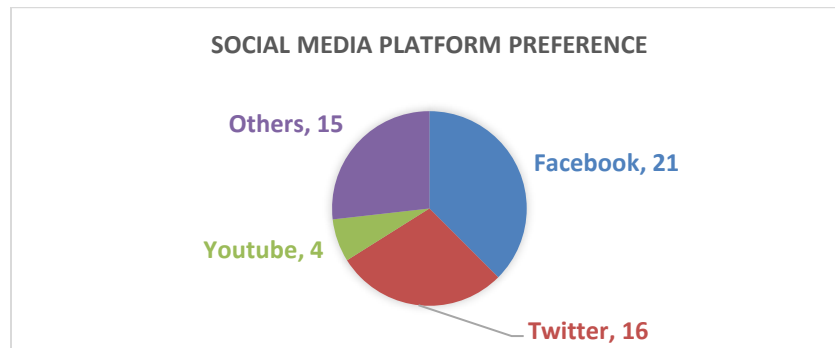
Figure 7. "Which social media platform do you use the most?"

TIME SPENT IN SOCIAL MEDIA PER DAY

Less than 1 hour, 4
More than 5 hours, 13
1 hour, 9
4-5 hours, 12
2-3 hours, 18
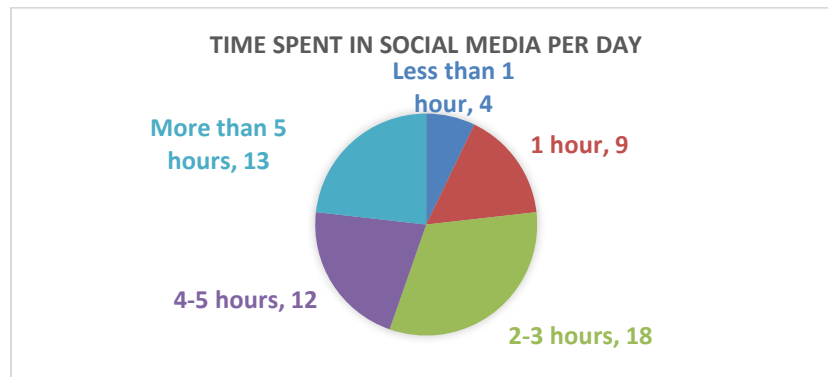
Figure 8. "How long do you spend your time on social media?"

4.3 Social media habits

The social media habits were measured via the respondents' behaviors towards the news they see on social media. Figure 9 shows that majority of them read the news they see on social media (57.1%). Figure 10 shows a significant number of halfhearted trust towards these news items (85.7%). Figure 11 shows that

although majority of the respondents would fact check the news they see on social media (52.7%), there was still a huge number from the respondents who would occasionally do it (36.4%).
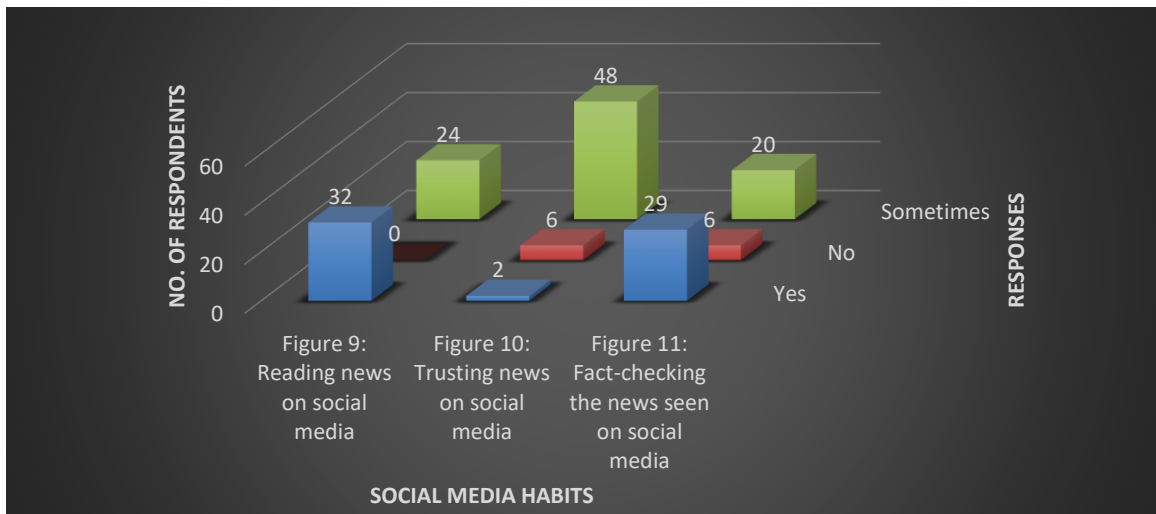
Figure 9, 10 and 11. Social media habits of the respondents
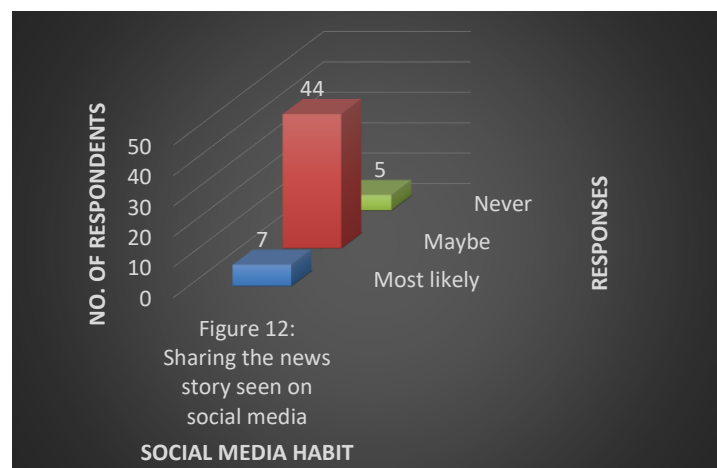
Figure 12. Social media habit on news sharing

Figure 12 shows that a significant number of the respondents (78.6%) may either share the news item they see on the social media or not.

4.4 The ability to evaluate fake news

To measure the respondent's ability to evaluate if a news item is real or fake; an experiment was done using 10 questions that showed photos of news items with limited data available. Questions number 3, 4, 5, 7, 9, and 10 were fake news. With the exemption of the first question that gave a draw answer, the respondents were able to give 6 correct answers. However, they failed to detect the fake news items on questions number 5 and 9. But it was a close fight on question number 5 as there was only a difference of 2 on the answers. The question number 2, which was a real news, was perceived fake by the respondents.
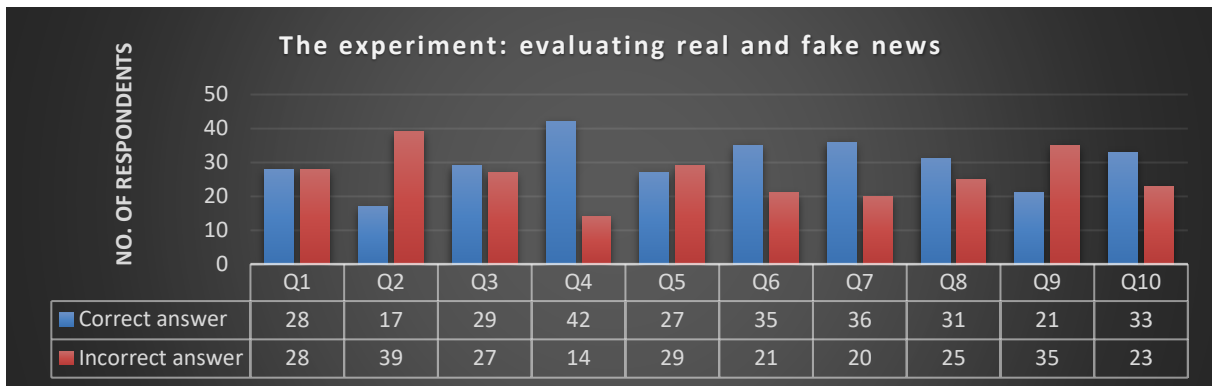
Figure 13. The respondents' ability to evaluate real and fake news

A series of follow up questions were asked after each news item to further determine how the respondents were able to discern if a news item was fake or not. Questions were answerable by "by observing details in the photo/news," "it shows it came from a trusted or fake source/website/news agency," "I guessed," "I don't know," and "others." Answers vary depending on the news item presented. The analysis on each of them is presented below:
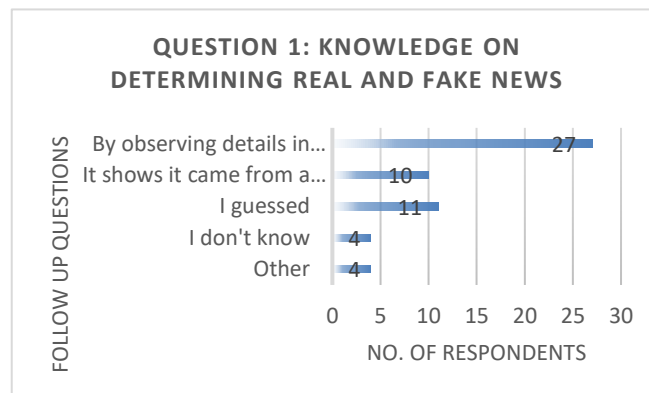
Figure 14. Question no. 1

Question 1 is a real news. The respondents were able to come up with this answer because of observing details in the picture. The Mexican flag can be seen on the background so this hypothesis can be supported. However, when asked if this was fake news, the respondents' answer was a draw.
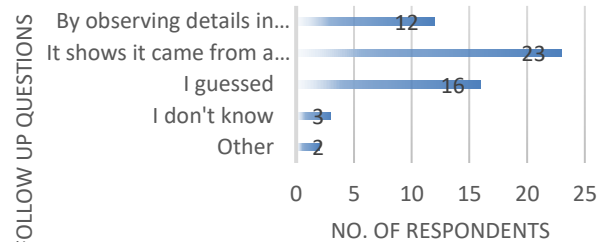
Figure 15. Question no. 2

Question 2 is real news. The election date was delayed one day, after Britney Spears' outdoor concert, due to a fear of commotion from the concert may disrupt the polling operations. The respondents thought that the online source, which was The Huff post, was fake. As a result, majority of the respondents believed this news was fake.
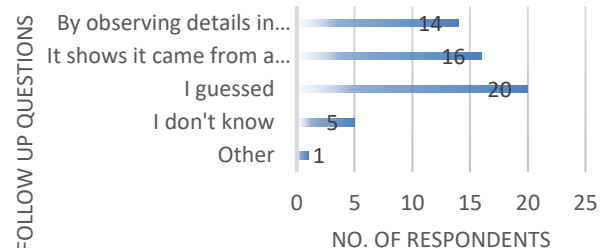
Figure 16. Question no. 3

Question 3 is fake news. This post was made to misinform the people because the Twitter account used was @realDonaldTrump whereas Mr. Trump's real Twitter account is @realDonaldTrump. The single letter difference was hard to notice. However, the respondents were able to assert that this was a fake news, but majority's basis was guessing.
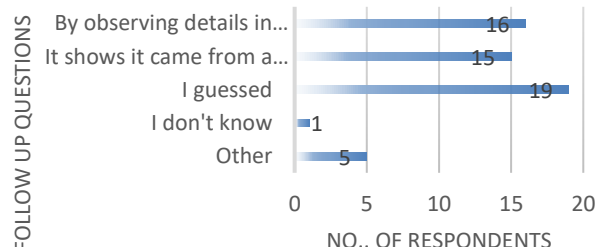
Figure 17. Question no. 4

Question 4 is fake news. This was one of the much fake news that proliferated during the 2016 US election intended to harm the campaign of presidential candidate Hillary Clinton. In the photo, it can be seen that

the article was released on October 12, 2015. If this was the case, then she should be dead by now. Although the respondents were able to determine that this was fake news, most of them only guessed.

Question 5 is fake news. Although it showed that it came from a BBC website, the website was actually fake. Online scammers made a fake website to fool people for money. Unfortunately, the respondents fell victim on this fake news because they believed that this was real. When asked why, it's because they thought it came from a trusted website.
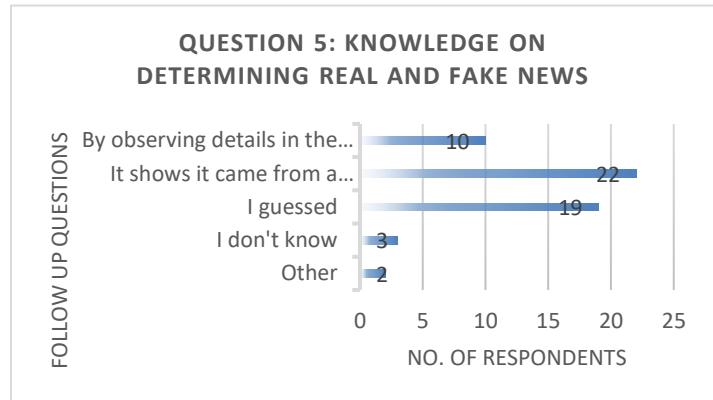
Figure 18. Question no. 5

Question 6 is real news. Fortunately, the respondents discerned correctly. The photo showed the protesters, and the words "Ireland," "choice" and "abortion" was all over it, backing up the respondents claim that this was a real news by observing details in the photo.
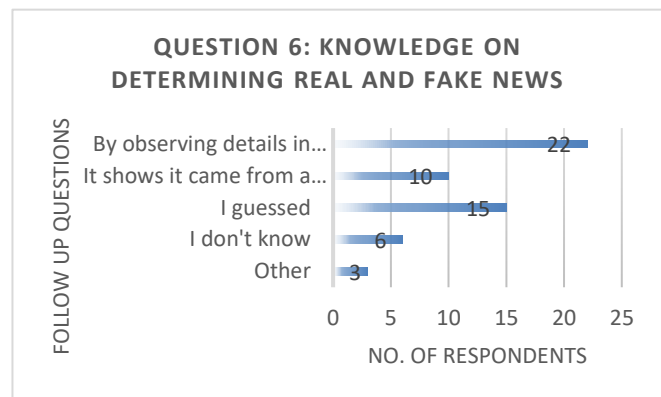
Figure 19. Question no. 6
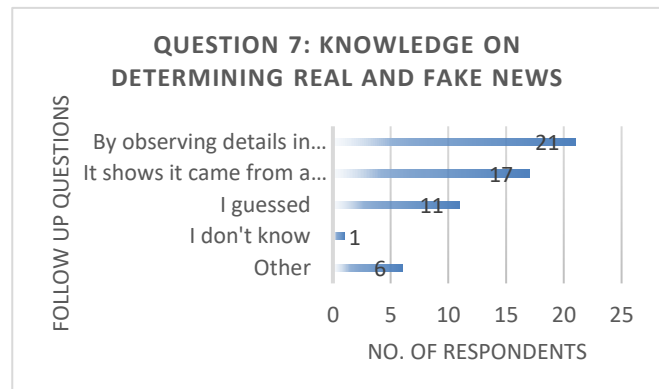
Figure 20. Question no. 7

Question 7 is a fake news. As a matter of fact, Rowan Atkinson is alive and he has a new movie for this year. This is another case of fake BBC image. The respondents correctly asserted it was fake news. Although this was a fake image, the contents were correct: BBC logo and Atkinson's year of birth. However, the respondents were able to arrive to their answers by observing the picture. We could say that despite the correct contents, they already perceived that this was fake news.
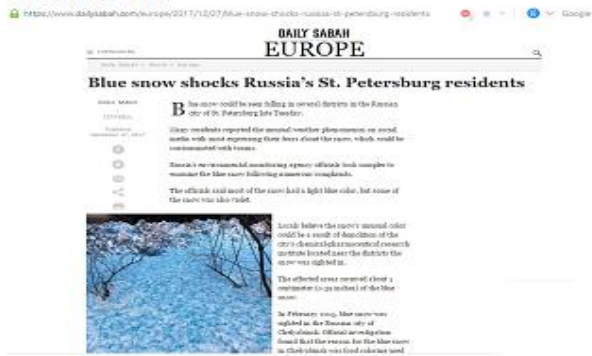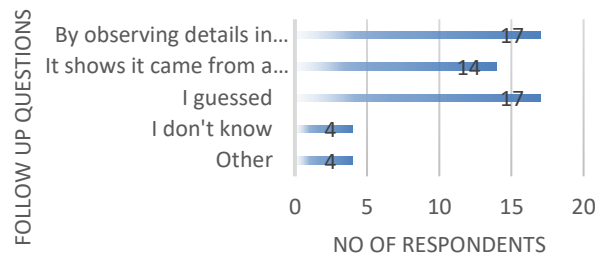
Figure 21. Question no. 8

Question 8 is real news. The website, Daily Sabah, is a legitimate website, as well as the news item. The news article said the blue snow in Russia could be a result of the demolition of the city's chemical-pharmaceutical research institute located near the districts the snow was sighted in. The respondents answered correctly. However, majority of them both guessed and observed the photo details to be able to come up with their answers.
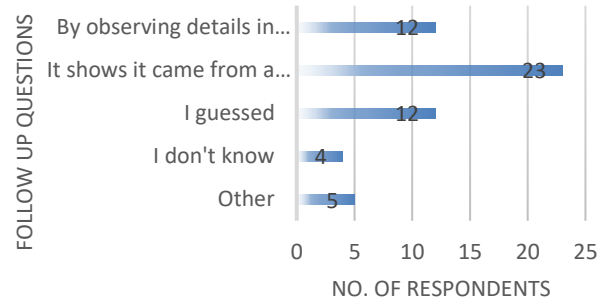
Figure 22. Question no. 9

Question 9, although it came from a legitimate news agency and from its official Facebook account, is fake news. The TRT World's news video said that out of the 32 countries surveyed, Singapore was rated worst city in the world when it comes to culture, excitement and drinking according to Time Out's City Life Index 2018. Upon fact checking, it turned out that Singapore ranked 31st and weren't in the last place. It's actually the Istanbul that ranked the lowest on this survey. Unfortunately, majority of the respondents believed this fake news saying that it came from a reliable source.

Question 10 is a fake news. The pope didn't support candidate Donald Trump. This was one of the many fake news that circulated during the 2016 US elections. Majority of the respondents answered it was a fake news. However, while half of the majorities were able to correctly assert that the photo came from a fake source, half of the majority said they just guessed it.
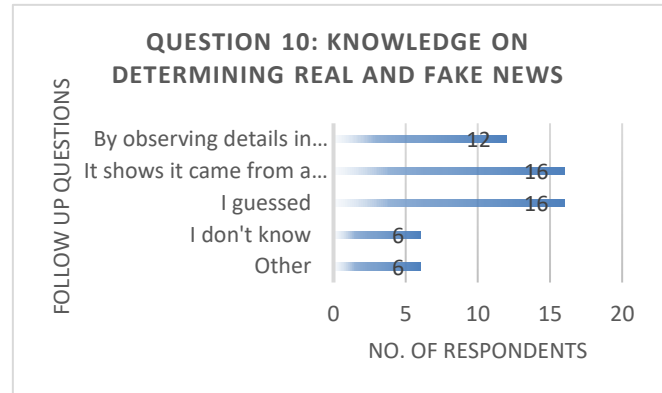
Figure 23. Question no. 10

CONCLUSION

The clicking habits, exposure to social media and social media habits of the respondents may be summed up by these variables: they get news from social media, Facebook was the most used social media platform, they spent 2 to 3 hours a day on social media, they read the news they see on it, but they reluctantly trust them, that's why they fact check it. However, the chance of them sharing those news stories on their social media pages was lukewarm.

The discussed results of the respondents when it comes to exposure to social media and social media habits were expected. In this day of modern age, especially for current students who grew up in this era, it is most likely that they are spending most of their time on social media. As a result, their habit of getting news from social media, rather than the traditional media, was also expected.
It wasn't also a surprise that the respondents spent more time on Facebook. This result is comparable to the related studies done by Stanford Law School (2017) that two-thirds of the 79% of the Americans get their news stories from Facebook than newspapers, and by Gottfried & Shearer (2016, as cited in Allcott and Gentzkow, 2017) that 62% of US adults get news on social media.

Based on this information, the first hypothesis in this study, which was despite being considered as the future professionals of the industry, their social media and online habits wouldn't be as far from the recent studies mentioned in this paper, was proven.

On the ability to discern which news were real or fake on social media, this paper proved that there was a 60% level of accuracy from the respondents. This result proved the second hypothesis of this study, which was the respondents, could be able to make informed choices even with limited knowledge at hand.

The third hypothesis of this study was that the respondents were well-informed when it comes to news and information. In this paper, this ability was measured based on their strategy on assessing a news item on the first impulse. A future professional is considered knowledgeable on their field especially because they were currently on the process of acquiring knowledge. Based on the dual process theories, people
tend to react on information based on intuition more rather than analytical response. But the study conducted by Graauwmans (2017), which stated 97% to 98% of the respondent's accuracy to distinguish real from fake news, showed that the analytical approach from the respondents were more credible.

In this study, it was refreshing to know that the respondents paid attention on the details of the story before believing or be victimized by fake news. A huge percentage of the respondents looked first if the source seemed real or fake (29.64%) followed by observing the photo or news (29.11%). Possible explanation for the answer "others" were they already knew it was real or fake for a fact, or they have seen it from the traditional media.

The everyday or common sense theory of media use was well implied in this study as it had proven that the majority of the respondents were able to make critical judgment, were able to distinguish reality from fiction, can read between the lines and see through persuasive aims techniques from advertisements and propaganda (McQuail, 2010, p. 21-22). As a result, the third hypothesis was supported.

However, there was still a big number of the respondents who have said they were just guessing (27.86%). If we combine that with the other answer, which was by saying "I don't know," then it would be 34.46%, which shouldn't be ignored. This is a cause of alarm aimed at the institution telling them that there are students who still weren't able to determine real or fake news based on the knowledge they have been getting.

Additional to the results from the three hypotheses, based on the same study by Stanford Law School, it was said that those who have higher education tend to fact check information first before sharing a news item. This study, although focused on university students, didn't limit itself to one degree. Majority of the respondents were graduate students, which meant that the accuracy level acquired may have come more from them. Another thing the study has found out was that the respondents didn't listen to radio anymore.

The study experienced a few limitations such as the time frame for information gathering was short, respondents gathered were less, and although the questionnaire were written in both English and Turkish, language barrier could also be considered. Some of the photos on the questionnaire were in English, and weren't translated. It was just the information in each story that had the versions of both languages.

Due to the technology, fake news had become easier and more sophisticated to manufacture and spread. Players such as social bots and click bait had made the internet population more confused by distracting them from the truth and the reality. However, there are strategies to fight fake news. According to Stelter (2017), if you find a story ridiculous, then it is most likely a fake one. If a story is sensationalized, too good to be true, and you are inclined to believe it, that's when you should be more skeptical. Also, stick to news organizations wherein holding up to their credibility is important. Their business is telling the truth so rest assured that people can rely on them.

There are also more technical ways on gauging fake news such as measuring the source of the web traffic (Allcott and Gentzkow, 2017), and relying on Facebook and Twitter to filter contents. However, these processes wouldn't be able to help on decision making for ordinary people, especially on first impulse, as these would take time and not everyone have enough resources to do it.

This is why it is the university institutions' duty to educate and breed the future professionals under their watch. The study has proven that the future professionals have the ability, and potential to fight fake news. They also have the ability to adapt to the fast-changing motions in their industry, as well as the ability to not be able to fall victim from misleading information easily. However, it is also undeniable that the media literacy of the students could be under attacked. This paper recommends institution to constantly update their curricula. If possible, make the modern media literacy a priority. Add more subjects about it, employ young experienced professionals, who might have a greater knowledge about it, as their instructors. Familiarize them with current events, and reinforce their news information sourcing habits by encouraging them to support traditional media and legitimate news organization more than the social media.

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YOUNG CHILDREN AND TELEVISION

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ABSTRACT

Today's media are so convincing in accessing the public that hardly anyone can resist their influence. Media became significant actors in society. Last century, television became a medium that has reached most people for most of the time. The focus of this paper will be on the influence that television has on the youth, young children and even babies under the age of three.

Since everything has its bad and good sides, so does television, which fact makes this medium comparable as all other media which have been used in the past and nowadays as well. This paper presents that television can have positive or negative effect on the children in general, starting with all the stages that could possibly be taken into consideration, such as; the educational content television shows broadcast, the inspiration children can get from watching different types of shows, specifying the field of sport and entertainment, while the negative effect can be on children brains, it can have effect on the social development and it gives a distorted view of the World.

Television is a medium of convenience, which gives fun, satisfaction and meets many expectations of both children and adults. Television is part of the family, so one child stated "my family, we are mum, dad, TV and me!" (Košir, Ranfl, 1996, cited in Rotar, Z.N., 2005: 4). This paper explores the general effect that television has on young children, and is a study which bases its research on secondary data. This paper will further examine the distinction children are able or are not able to make between the reality and fantasy, whereby the main focus will be on the well known kids show established in the 90's, the Teletubbies.

After all the analysis made from the already existing data, it can be stated that while technology has started to evolve and is still evolving, the effect of television on children can change based on different age, different ways of perception and analyzing the program through time, keeping in mind that future research need to be done for more present results, which results can differ from the previous ones.

Key words: children, influence, television, effect

1. INTRODUCTION

Media in general has become a must in any society around the world, no one can live without it and people bound anything with it. One of the most popular one that has never gotten old even if it seems to be that it exists forever, is television. Television is one of the world's most important tool or medium of communication. It informs people by broadcasting, news, documentaries, and sports events. People can watch movies, listen to interviews and hear the sounds of events that happen far away such as concerts and other similar events. Television teaches us people about countries and cultures and can get easily entertained, with series, comedies, game shows, etc.

Television obviously broadcasts shows and programs for different targeted audience, starting from the very young ages until very old grandpas and grandmas. Sticking on the younger ages, they get more affected on both the positive and as well negative effects the television can refer to them and show them on screens. Since this age level is one of the most critical and most affected on, researchers have been always more concentrated on studying their way of accepting everything television shows them. Teletubbies, one of the most famous shows, after a lot of studies made about it, has proven that not everything shown on television is meant to be positive, even if Teletubbies was meant to be an educational show for kids under the age of two and even younger kids under the age of one.

2. FANTASY OVER REALITY

Basing the study on the psychological way of analyzing the child's brain in general while distinctioning the reality and fantasy by watching television, has made a lot of philosophers and historians curious.
Historian Julian Jaynes said that; the brains hemisphere were once unconnected, so that many imaginative processes, such as future planning, were experienced as hallucinations, giving rise to an intense experience that might account for the origins of mysticism and religion. While Plato's theory says; "A child cannot distinguish the allegorical sense from the literal, and the ideas he takes in at that age are likely to become indelibly fixed; hence the great importance of seeing that the first stories he hears shall be designed to produce the best possible effect on his character (Giles, 2003).
There are two arguments that do advance the relation of the harmful effects of television on children; the so called "Magic Window" is one of them, this argument states that "the television is a faithful reflection of the reality" whereby the protection of the children is a very important issue to take into consideration, by protecting them from the harsh truths. The second one states the fact that all televisions are artificial which results on rotting children's brain and way of thinking. Talking about the harmful effects the television can cause to children, makes a fact a very curious debate to talk about. According to parents, the famous cartoon called "Bugs Bunny" is a harmless entertainment, since they think that the rabbit at Bugs Bunny can be used as a model for behavior. This may seem to imply a failure of understanding, or a failure to discriminate between symbolic representations (Bugs Bunny) and naturalistic representations (a soap character, say). This consideration has led many researchers to investigate the cognitive processes by which young children learn to distinguish between fantasy and reality, with occasional regard to media (mainly television), still there has always been and still is a problem with the dichotomy between the fact of what is real and what is not real or fantasy where the role of television in this field is far from clear. No matter what studies do approve or conclude, most of the people will more accept the fact of television as fantasy than reality, but what really matters is the mental awareness people need to possess in order to know what is real, and what is fantasy. Sticking by the researchers, usually most of them do make a classification based on age levels in order to see more clear which age can make a difference between what is real on television and what is fantasy. At the first stage (2 to 3 years of age), children fail to make a fantasy/reality distinction. Until they are 3 years old, children fail to imitate actions presented on video. The second stage occurs around the ages of 4 and 5, and consists of a flat denial of reality status for anything on television. Awareness that some programs are real and others are fantasy seems to arrive at some point between 6 and 7 years (like all stage theories, there are substantial individual differences). Many researchers attribute this awareness to the onset of "tele-literacy" (Bianculli, 1992), the process by which children learn to "read" media "texts." The clearest way this happens is through the identification of television genres and eventually being able to distinguish children's from adult's programs, and more subtle genres (Gilles, 2003). No matter all these studies and conclusions, obviously studying the understanding of children about the differences and distinguishing the reality with fantasy is in nature very methodological. There is a study that confirms the fact that children are very notoriously unreliable interviewees. Hughes and Grieve in a study made during the beginning of the 80s, have asked kids from the age 5 until the age 7 questions that do not really make sense, such as "Is milk bigger than water?", for sure the reaction from an adult would have been very surprising, still children did answer that milk is bigger since it has color. A lot of data gathered from verbal communications (or questionnaires like these) about this issue; do create higher doubts about the evidence for a lot of other developmental theories (Gilles, 2003).

3. THE CHILDREN'S MIND AND LEVEL OF IMAGINATION

Theory of Mind (ToM) has been examined utilizing an assortment of (generally) trial strategies. The most generally utilized examinations are the appearance– reality distinction, and the false belief task. The appearance– reality distinction is tried utilizing a typical question that expects the type of another object, for example; a regularly a sponge formed like a rock. Youngsters underneath the age of 4 will probably portray the question as a sponge that resembles a sponge (Flavell, Flavell, and Green, 1983).

It is surely conceivable that television gives preschool kids another chance to find out about different personalities. Kids' television contains much rich collaboration between unmistakably characterized characters. Indeed, even in the most fundamental of shows, for example, Teletubbies, the characters have

solid personalities, and even 2-year-old watchers can separate between them. Besides, shows, for example, The Tweenies and Bob the Builder, include their characters in very advanced social communication in which numerous Theory of Mind (ToM) subjects are included, for example, appearance– reality qualification and false conviction.

3.1 The danger of Teletubbies

Teletubbies features a huggable band of four alien toddlers who have televisions in their tummies. Their heads are topped by antennae conveniently sized to fit in a baby's grasp—kind of like plush rattles. As the Teletubbies babble in a language sounding a lot like toddler talk, they frolic in a lush, fairy tale–like landscape. Under the watch full eyes of a blue-eyed, giggling baby ensconced in a glowing sun, they interact with things of great interest to young children—a butterfly, a giant ball, or a toaster. One of the program's main characters is a vacuum cleaner. The Teletubbies' TV-tummies show films of real toddlers and caring adults playing games or fixing bicycles (Linn, Poussaint, 1999).
Teletubbies is among the most famous shows for parents and kids, especially it has been during the 90s, from the day it was shown on television. Still, a lot of negativity has been found when analyzing deeply the show.
Jerry Falwell an American Southern Baptist pastor, televangelist, and conservative activist, has analyzed the Teletubbies show and has concluded that Tinky Winky, which is the the purple Tubby with a triangle-shaped antenna who frequently carries a purse, is damaging children's morals by modeling a gay life style. Unfortunately. what is even more scary about this show is that there is no evidence that does support the essence of the producer of Teletubbies, that it is actually meant to be a educational program for children aged 1 year old or even younger, neither is there any research or debate made about the fact that this program is made with the aim to help baby's learn to talk, there is no data to substantiate the claim that young children need to learn to become comfortable with technology. In general there is no documented evidence that *Teletubbies* has any educational value at all. Any research made about this show, focuses only about the fact on how much this show is "liked by its public", including children and parents as well, not forgetting that if something is liked by the public, does not need to mean that it is a good thing what Teletubbies is broadcasting on television, or that it is educational neither good for them. What is even a bigger question is that, why would the public broadcasting service (PBS) import a television program for children that does not prove any educational value? Obviously, hard to be concluded about a good quality research is that, even though the PBS has started or at least analyzed the "Teletubbies issue", it has been very problematic, since keeping in mind that that show was meant to be shown on a targeted audience under the age of one, and it has been shown that it is extremely difficult for researchers to determine exactly what impact or meaning Teletubbies has on children at that age. On the other side, what is known about the way how children under the age of two can be developed is that they
need to spend more time actively in exploring the world. Still, PBS does argue that, no matter what shows are broadcasted, children under the age of two do watch television anyway (Linn, Poussaint, 1999).

3.2 The stories behind Teletubbies, children's fun and parental control

Asking different generations about the Teletubbies, makes the answers of course very unstable and changeable through time and age. Asking youngsters about the background or the real message of this show, obviously what they see is just the Teletubby figures and the entertainment they get from them every time they watch it. At the other hand, asking their parents, all they do is complain about the "harmful" messages or indirect communications this show gives to their children, all they see is the negative side of it.

According to a lot of parent, this show does stop the development of children in general, only the fact that shows a Teletubby using their stomach as a TV screen drives the parents insane, since they cannot imagine the psychology that can hide behind the Childs brain while seeing those scenes on and on every morning this show plays on TV. Children may learn way faster than an adult does, so what they see with their eyes, they do register it quickly on their brain. Already watching a Teletubby doing the "stomach screen" one time, they will already expect it every other second watching that show constantly. Knowing the aim of this show, is to "learn children to talk", and made for children that are under the age of 2, Teletubbies confuses the children since they are using a gibberish language which slows down the learning process by children in any viewpoint. Since this show uses a lot of dragged out scenes which are

way too long, they constantly repeat all the actions way too often, which is one other reason that a child may stuck on growing. Suggested for parents are a lot of other children shows, such as Sesame Street or even an adult soap opera may more help children on learning languages or talking that the Teletubby show, which comparison is unbelievable due to the fact that this show was made for the purpose to teach children on a very young age how to speak or different other basic things (Hastor, 2000).

4. GOOD AND BAD EFFECTS OF TV ON CHILDREN

Television is not bad when exposed to the right shows or programs. Children nowadays and even before television has been improved, could have learned good things from what television was or is broadcasting. Even though researches about television were usually made with the aim to find the negative sides of it, lately researches indicate that television can have a positive impact on children; it can help them change their behavior and attitude for good.
While making the distinction about the good and bad affects television can have on children, makes it a comparable phenomenon like all other media types that do exist.

- The good effects of television:

Educational Content
Most of television channels that are made for children are dedicated to creating educational and informative content, but in general there are a few channels that broadcast only educational content covering subjects like art and craft, science, history, geography and math. Television is also a great tool that exposes children to different languages around the world, usually English, French and other languages that are very important for future developments. As well what is very important for children's development of mind is to allow them to watch news channels, of course with a little guidance. This fact will help them stay updated with the current affairs and names of significant people in the world.

Entertainment
Obviously as we all know, television is one of the most entertainment sources or media usually for kids.

Especially the sounds and colorful images that do appear on the screen, grab the children's attention a lot. From movies to cartoon shows, there are several programs to keep children engaged. Still what parents need to keep in mind, it needs to be sure that the content is appropriate for the kids, based on their age and level of understanding and that the children need to be under control indirectly but as well directly.

Sports
Usually what children do see with their eyes, makes them more curious about that what they see, so television is one of the best tools to expose a child to different sports. They can be encouraged to watch different sports like tennis, baseball and basketball, soccer, etc; naturally by co-viewing with them as a parent, a teacher or bigger sister or brother. They need to be teached about the rules of a match or a game so that they understand it. What is very important here is that if they show even the smallest interest in any of the sports, the child needs to be encouraged to attend that type of sport.

Exposure to different cultures
While television is known as a multicultural tool and media that broadcasts a lot of different cultures, traditions, it lets you travel around the world without you ever having to step out of your home. It takes the child to different countries and makes them aware about the different stuff the environment possesses and celebrates; it educates them about various cultures in the world. With the right choice of programs, the child can learn about people and their traditions, their way of living and their lifestyles, attitudes as well as their behaviors.

TV can Inspire
There are various ways of explaining the fact on how a child can get inspired from television, for example; a television show about creative fun can inspire a child to try something new with different color paints,

DIY's and creativities. As well, a documentary about famous scientists, successful artists and other public figures that have reached something huge in their career and life in general can as well inspire them to achieve something big in life (Gongala, 2017).

- The bad effects of television:

Curbs Physical Activity
One funny term called the "couch potato" was found or made after televisions was a important thing on every living room possible around the world. Addiction to television shows reduced the amount of physical activity in children, which made them automatically a "couch potato".. Usually, they do refuse to do anything else than watching their favorite activity "television" all day.

Impacts Social Development
Children that do watch a most of their time television do not have time to play or socialize, they do even start to have less or even not at all interaction with other children which can affect their social development and make them become antisocial. Television is very good at eating away the time children get to interact with other children in their social circle, which may affect their knowledge and understanding of social interactions and behavior as well it may affect their brain development, and make them more passive and less intelligent.

Affects Brain Development And Behavior
Yes, television may be educational, but watching mostly television during the day could affect the child's brain development, according to studies a lot of studies and everyday interactions. The first couple of years in the child's life are very important for brain development, so there is a must on controlling the child's time spent on the couch and watching television.

Exposure to Vices
Parents cannot control what is shown on television, but they must have a level of control on their children. Still, the fact that they can also not control all of the time what their child or children are watching on television, makes them powerless and make parents feel not good enough.

Gives a distorted view of the World
Television has a power to lead to the "scary world syndrome" in children, which fact is very bad. Movies and other television shows may exaggerate reality and create extremely violent scenes online and on different screens, which fact is mostly terrifying for children but as well makes the child not aware of what is really reality and what is fantasy, what is good and what is bad.

Consumerism
The number of ads that a child sees on TV exposes them to a variety of brands and products that they may not need, usually toys and other things that may be very expensive and by not possessing them, may make them look very small and "less cool" in front of their friends and environment (Gongala, 2017).

CONCLUSION

While children nowadays compared with the children back in the early years of television, today they are more able to make a distinction between what is real and what is fantasy, still keeping in mind the age and as well the affects that television does have on them. The experiments made with the Theory of Mind (ToM) conclude that based on the evolution of television and as well as the age of the child, the distinction of reality and fantasy gets clearer and clearer.

Teletubbies, as one of the most famous TV shows back in the 90s, not forgetting the fact that it was one of the most favorite shows children had under the age of two, it has made a huge breakdown based on researchers made and the PBS conclusion, on the fact that it shows no educational content even though its meant to be an educational television show for small children.

Positive and negative sides make the phenomenon of TV itself a tool comparable with other media as well, since everything has its positive and negative sides.

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THE ROLE OF SOCIAL MEDIA IN CRISIS COMMUNICATION:
THE CASE STUDY OF STARBUCKS

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ABSTRACT

In this project will be examined the fundamental characteristics of using social media in times of crisis in communication. It will examine the practices used in dealing with the crisis in communication but also interacting with the audience. Crisis can happen to any company or organization, it can come unexpectedly but the most important thing is knowing how to deal with it. It will also cover all crisis communication tactics used previous to the existence of social media and processing the effectiveness of it.

Mainly this project will be based on a Starbucks case and many articles which will be analyzed, furthermore it will contain ways through which it will be examined the importance of these new media outlets in the time of crisis. Afterwards it will use the Starbucks case study which will analyze the importance of social media as a new communication tool used in times of crisis, how public relations practitioners use the advantages of this new mass media tool along with the crisis plan. It shows the level of effectiveness it has and take a lesson of one of the biggest companies of today.

Keywords: crisis, communication, Starbucks crisis, social media

1. INTRODUCTION

Today, with the emergence of social media many things have become more accessible to people and so the information became more easily spread and transmitted to the public. In order to deal with the crisis, Public Relations practitioners need to craft a best possible message in a short amount of time. It used to be called a "golden hour" which has now become a "golden few minutes" before the public expects information.

In this project it will examine the way social media and crisis correlate and how companies use Facebook, Twitter, YouTube, blogs and many other social networks to cope with crisis.

According to the LYRIS Marketing Guide, one of every nine people in the world is a Facebook user, and 190 million tweets are posted each day (2012). This makes social media a very powerful tool for the people to use and just continues to build its power. This way of easily spreading information to the public is a two-edged sword. As fast it can spread a positive information so it can do when there is a time of crisis. Public relations practitioners have realized the power it has and they have used social media as a way of spreading information that they want, but what happens in the time of crisis? This project will be dealing with everything that happens "behind the scenes" when there is a crisis communication in the background.

While the social media is very often used as a media outlet for such cases, traditional media should not be easily dismissed. It may be not so often that traditional media play a role in case of crisis in communication but it still hold a somewhat relevant place when it comes to communication in times of crisis. But if examining the effectiveness of both social media and traditional media it shows that this new way of communicating the message has a more productive outcome because of the two-way communication it allows.

2. Crisis Communication

Crisis communications demand that one uses the best crafted message delivered by the most effective method to the precise public (audience). A crisis is a major incident that happens that can have negative effects on the company, organization or industry as well as the publics and the product or service. It can threaten the existence of one as well. A crisis can be manifested differently, it can be a fire, a terrorist attack, a boycott, product failure, or many other events that destabilize an ongoing flow of business. It is very important to choose one of many definitions of the crisis communication, because this paper from now on will be focused on that definition only. For this reason, this project will be based on the following definition: Crisis is "the perception of an unpredictable event that threatens important expectancies of stakeholders and can seriously impact an organization's performance and generate negative outcomes" Coombs (2012: 2-3).

2.1 Five Stages of Crisis Communication

Crisis as mentioned is an unpredictable event that can have negative effects on the company, organization or industry. Dealing with the crisis can be a difficult and exhausting process and the best way to prevent it is by having a crisis management plan. Many companies fail to prepare one, or the existing one is not well designed which unavoidable brings to occurrence of crisis.
In that case there are five stages of crisis:
3. Detection
4. Prevention/preparation
5. Containment
6. Recovery
7. Learning.

The first stage, *detection***,** begins as a warning signs that indicates that something is about to happen. It can be a warning sign when a company in the same business is having a crisis, which automatically forces you to reflect into your company and deal in case your company has similar problems or it can be seen as a warning to your organization. The 1982 Tylenol tampering case was a prodrome to other manufacturers of over-the-counter drugs. Most companies heeded that warning and now use tamper-proof containers. Imagine how many crises were avoided by noticing that what happened to Tylenol could happen to other companies(Fearn-Banks, 2011).This can also help companies prepare and give time to organize a press conference or prepare any type of public statement that the company intends to make.

Crisis Prevention is a process where you prevent the crisis, lessen the damage of the crisis orlimit the duration. There are specific actions that need to be taken in order for the crisis to be prevented. These specific actions need also to be communicated in a certain way. A company must not only do what is right. It also must tell its publics that it is taking appropriate action. This may appear to be bragging, but if the company does not reveal ethical and professional business practices, publics will never know. Crisis prevention tactics include the following:

   1.   Fostering the continued development of organizational policies that allow for updates and changes based on variances of publics and mission.

   2.   Reducing the use of hazardous material and processes.

   3.   Initiating safety training and providing rewards for employees with stellar safety records.

   4.   Allowing the free flow of information from employees to management with no punishment of employees who deliver bad news. Following up on past crises or problems.

   5.   Attending community meetings.

6.   Developing a community board with key outside members who are public opinion leaders.

7.   Circulating a newsletter to frequent consumers.

8.   Offering scholarships to employees and their children as well as to other children in the community. Hosting community or employee picnics.

o   Sponsoring community activities, such as Little League teams and charities (Fearn-Banks, 2011).

Crisis Preparation is necessary when dealing with a crisis that needs to be faced with and cannot be prevented. In this process of the preparation the roles are divided and each person on the crisis team knows what to do, whom to notify, how to reach people, what to say and so on.

Containment is usually referred to containing the crisis' duration and also keeping it within one segment, not letting it spread into the other areas of the organization which can cause a bigger damage. Foodmaker, parent company of the Jack-in-the-Box fast-food chain, was charged by PR critics with delaying the resolution of the E. coli crisis that killed several children and one adult in 1993 because the company did not take responsibility for the tainted meat soon enough. However, as long as people, especially children, were sick and dying, there was no way Foodmaker could curtail the crisis. It was contained to the Pacific Northwest and did not affect all outlets of the chain, and Jack-in-the Box communicated to consumers that other food products in the restaurants were not contaminated(Fearn-Banks, 2011).

Recovery involves company's effort to bring everything together and do business as usual. The crisis is usually left behind, and the company returns to normalcy as soon as possible.

Snapps, a fast-food restaurant in Fort Pierce, Florida, suffered from a rumor that one of its managers had AIDS and had infected hamburgers. To implement recovery, health department officials participated in a news conference telling the public that all managers had been tested, that none had the AIDS virus, and that the virus could not be transmitted through hamburgers (Fearn-Banks, 2011).

The last stage, l*earning*, is the one that involves examining the crisis as well as determining what was lost, what was gained, and evaluate the performance of the company during crisis. This process helps the company in the future if any other potential crisis occurs, the company has a history of dealing with it regardless if it had a positive or negative outcome. One crisis is not an indication that it will not happen again.

A best example of the learning phase is illustrated by the case of the U.S. airlines that were plagued with hijackings during the 1960s and 1970s. The airlines set up metal detectors at airports for persons boarding planes. The procedure was extended to cover employees after an irate employee boarded a plane with a gun, shot a supervisor, and caused a fatal crash. The airlines' public relations personnel informed passengers of the new safety procedures.

The learning phase brings about change that helps prevent future crises (Fearn-Banks, 2011).

2.2 Types of Crisis Communication

It has been mentioned before that a crisis is an incident that can have a negative effect, but it is not always catastrophic. Many people relate the word "crisis" to an unrepairable occurrence that damages the life of the company to the core. But there are many types of crisis that can damage the company but not destroy their reputation. Possible ways of dealing with crises and different types of crisis in organizations are gradually increasing with the development of media technologies and social media.

Pauchant and Mitroff (1992) divided crises into technical, economic, human, and social crises. Meanwhile, Fearn-Banks introduced types of crises as external economic attacks, mega-damage, external information attacks, breaks, and psychological and internal crises (2012)

Coombs (2007a) combined the various classifications found in the literature into one master list of ten different types:

      1.   Natural disasters: Damage through for example tornados, earthquakes or other natural catastrophes.

      2.   Workplace violence: An actual or former employee lays violent hands on colleagues on company grounds.

      3.   Rumors: Misguiding information are intentionally spread with the aim of harming the company.

      3.   Malevolence: "When some outside actor or opponent employs extreme tactics to attack the organization, such as product tampering, kidnapping, terrorism, or computer hacking" (Coombs, 2007a, p.65).

      4.   Challenges: In this case, dissatisfied customers are blaming the company for improperly operations.

      5.   Technical-error accidents: Industrial accident caused by deficient technology supplied or utilized by the company.

      6.   Technical-error product harm: Defect or harmful product caused by deficient technology supplied or utilized by the company.

      7.   Human-error product harm: Defect or harmful product caused by human error.

      8.   Human-error accidents: An accident caused by human error.

      9.   Organizational misdeeds: "When management takes actions it knows may place stakeholders at risk or knowingly violates the law" (ibid.).

Whenever the crisis happens it is best to comprehend as soon as possible so the problem can be categorized in one of these types. It can limit the damage and the process of damage repair can begin sooner.

2.3 Managing Crisis Communication

Crisis Management is a professional approach that handles crisis that come up. It is one of the special arts that is performed by PR practitioners. The word crisis comes from the Greek *krisis*, meaning ″decision″. So, everyone has experienced something that required instant decision-making. Right or left. Black or white. But when the decision can turn into a potentially damaging tuning point that can bring a horrible financial or mortal disaster, that is when management team steps up.

Based on the crisis that has occurred so does the proper measures apply. Managing the crisis communication can be very hard and complicated process, but also the most important one. The plan must be properly panned and practiced to then in the end it has the best possible outcome. Before managing the crisis communication, the specific five stages of action must be examined. Fearn-Banks explained five stages of a crisis as detection, prevention/preparation, containment, recovery, and learning (2011).

Every big company has their crisis management teams in the public relations departments. They have to be prepared at all times for when and if something unexpected happens. There has to be a spokesperson, crisis experts, crisis emergency personnel, crisis control room, equipment and supplies, key messages, dissemination of key messages, crisis pre-information, news releases, and evaluation techniques.

Usually the management has dealt with the crisis though traditional media, so the messages were mainly distributed to the public via mass media such as television, radio, newspapers, and magazines. With development of communication technologies, a transition has occurred from having televised letter of

statement to a Facebook post and Tweets. Organizations' messages distributed through social media are delivered to people in unexpected ways and can carry unintended meanings. In addition to social media, news releases, including print and video, photographs, and photo opportunities, news conferences, and media interviews are considered uncontrolled media and content prepared by public relations practitioners is considered controlled media (Hendrix, 2000). New ways of managing crisis of communication are appearing each day, and public relations practitioners have the most difficult time with finding the method responding with the right response quickly.

3. THEORIES OF CRISIS COMMUNICATION

Academic researchers develop many different methods and procedures of professional communicators and develop theories which are effective, and on the other hand exclude the ones that are not. With a help of theory, it explains what works the best, what decisions should be made, how they should be executed, and what results it will bring. It is usually a prediction based on what had already happened. It is a learning process of using previously made mistakes and mistakes of others in order to be able to make those kinds of predictions. Theories are in constant change and they should be re-examined periodically. Often theorist finds a gap in the previous theory by re-examining it, which helps them create a new one or improve already existing one.

3.1 Apologia Theory

When a company or organization is accused of a misdeed, a reaction to the public is often called apologia. It is an effort to protect and defend a reputation and image, but it is often mistaken with an apology which can be but not necessarily. The organization may deny, explain, or apologize through communication tools.

The first strategy that can be used within this theory is *redefinition*. It is a process where the company had an unpredictable mistake of one individual that can be blamed for. That way the public might forgive the company for this unforeseen crisis and the one individual causing that mistake can be automatically taken out of employment. By this action the public might forgive the company because of the blame set on that particular individual. Still the forgiveness is not guaranteed.

If a soft drink manufacturer, for example, is accused of using inferior ingredients in its products, the apologia might contradict the charges by explaining what ingredients were actually used. The aim is to counteract a negative or damaging charge. Publics—the news media, consumers, employees, and key opinion leaders—may express disappointment with the company and expect some explanation, if not a full apology. The organization may insist that the charges are false and totally deny them. Or the organization may communicate to its public(s) that it did not "intend" to commit the misdeed (Fearn-Banks, 2011).

Apologia strategy of *dissociation* is the second within this theory that is in fact informing the publics that the organization "seems to have committed a misdeed" but actually has not.

In the example above, if the soft drink's color has changed slightly, the manufacturer might explain that the ingredients have not changed but the food coloring is different; all ingredients are still pure and perfect. The organization, if faced with a large number of complaints, might also explain that it is returning to the former food coloring. That would be using dissociation and explanation (Fearn-Banks, 2011).

The third strategy within this apologia theory is the actual apology, which is called *conciliation*.

An example of it would be that the Muslims that live in Turkey, Iraq, and Palestine territories were offended by Pope Benedict, so they wanted to make conciliation. In 2006 complainers were offended when he cited a medieval text that characterized some of the teachings of the Prophet Muhammad as "evil and inhuman," particularly "his command to spread by the word the faith." The pope afterwards made a public apology and said he was "deeply sorry," but people from the Muslim countries felt the apology was not sincere and it was made just in order to protect his public image. The pontiff said the comments were those he cited from an old source, not his opinion so the conciliation eventually occurred.

3.2 Image Restauration Theory

This theory is built on apologia theory. In this theory the threat to the reputation or image is usually pre-determined as well as the public that is going to be addressed and persuaded in order to maintain a positive image. It can be hard to read the negative things that people think of your business but hiding from it won't bring you anything good. Many companies do the mistake of not paying attention to their public but in order to know how to respond to them.

When it comes to responding to the publics, the organization must know to what extent they are informed. Many facts must be known about the publics before taking the step of communicating with them. In the most of the public relations campaign the first step is research, same goes for crisis communication as well. It is very important to know if the public knows anything that might ruin your reputation. Sometimes is better to stay silent, but in some cases, it is better that the bad news comes from the organization itself. It is a judgment call that can be crucial for your image and it is taken after researching one's publics continually.

An example of image restoration took place when Wal-Mart realized in 2009 that it was getting bad press. Apparently, many people felt that the huge company had a serious case of corporate greed, that it would do anything to earn money. To build its customers' trust, executives decided the company should have an open information policy, one in which customers would know the origins of the products sold in the stores. The policy was part of a sustainability agenda that also included requiring suppliers in China, the U.S., and the United Kingdom to comply with environmental laws. It also included having stronger audits, offering awards to energy-efficient suppliers, and urging the suppliers to come up with quality merchandise with no returns due to defects (Fearn-Banks, 2011).

3.3 Decision Theory

This decision theory is based on counseling methods and management so that the decision they make to be the most effective. This theory might be used in all other areas of management, but it is most useful in public relations management and crisis communications in particular.

Decisions are made very reasonably having in mind every possible outcome. In this theory the decision maker considers various conditions and benefits of every possible alternative. This is called *maximizing*.

Often decision makers don't make the most beneficial decision but the settle instead for the decision that will satisfy minimum requirements. This is called *satisficing*.

For the long-term success satisficing is not recommended, the publics may not be happy with the decision or the decision may be temporarily good for the company, but the problem might rise up again.

3.4 Diffusion Theory

In this theory it examines how new procedures, practices, and objects are adopted and accepted by companies and individuals and it is also called *diffusion of innovations theory.*

Diffusion theory has a five-step process: awareness (the body is exposed to the idea), interest (the body develops interest in the idea), evaluation (pros and cons are determined and considered), trial (the idea is implemented, perhaps temporarily to determine its effectiveness), and adoption or failure to adopt (acceptance or rejection of the idea, change, or innovation).

Whether something is adopted or not depends on three variables:

4. The Past. What has happened previously? What are past problems and needs? Basically, you must know where you are before you make decisions to make changes, to go forward.

5. The Decision Makers. What are the characteristics of the decision-making body that make it open to or closed to change? Are there close-minded persons with great influence over others? How do experience, age, education, and other socioeconomic variables impact the decision-making process? Is the body made up of all leaders and no followers?

6. The Innovation/Change. Does the innovation show more obvious advantages and few disadvantages over present practice or procedure? Does the innovation call for drastic change or can it be easily assimilated into current practice? (Fearn-Banks, 2011)

3.5 Excellence Theory

The excellence theory has built on many research methods developed by J. Grunig and Hunt (1984) and later on expanded by J. Grunig and L. Grunig (1992). The excellence theory is based on types of public relations practices- "models". These four models are defined by J. Grunig and Hunt (year). These models provide a way of classifying the types of public relations that individuals and organizations may practice in times of crisis. In a spectrum of excellence of public relations programs, Model I would be the least desirable. Model IV would be the most desirable or could be said to be the "most excellent." Model II and Model III fell between these two extremes.

2.5.1 Press Agentry/Publicity Model (Model 1)

In this model, public relations practitioners aim to make their organizations or products known to the public. They may or may not use truthful or factual statements. Falsehoods, half-truths, and incomplete facts are all allowed and freely used. The practitioners' go by the slogan, "Every publicity is good publicity," indicates a one-way transfer of information from the organization to the publics with a little or no research required. There is no feedback.

J. Grunig and Hunt (1984) revealed that this model was used by 15% of public relations practitioners. Later, J. Grunig and L. Grunig (1992) found the earlier data to be inaccurate and reported that most public relations practitioners, unfortunately, still fall into this category. As practitioners become more knowledgeable and as the profession of public relations grows in respect, the number of practitioners using this model is expected to decrease (Fearn-Banks, 2011).

3.5.2 Public Information Model (Model 2)

This second model is characterized by the way of reporting the news and with a desire to report information journalistically. It is different from Model 1 in that truth is essential and falsehood is not tolerable. Most public relations practice in government agencies and high position profiles require this kind of model to day which falls into this category. Companies that simply places the news release are true examples of this model. This model also involves a one-way transfer of information from the organization to the public with little or no research required. Model 2 is most commonly used in corporations.

3.5.3 Two-Way Asymmetric Model (Model 3)

This model is also called the scientific persuasion model, and in this model the public relations practitioner uses social science theory and research, such as surveys and polls, to persuade publics to accept the organization's point of view. There is some feedback, but the organization does not change as a result of communications management. In asymmetric public relations programs of this type, the organization rules. It always knows best. Its attitude is that publics should adhere to the organization's viewpoints. An example of asymmetric action is a letter informing a public of a new policy or a recorded telephone message with no technology available for returning messages (Fearn-Banks, 2011).

3.5.4 Two-Way Symmetric Model (Model 4)

The public relations practitioner in this model, also called the mutual understanding model, is an intermediary between the organization and its publics. The practitioner tries to achieve a dialogue, not a

monologue as in the other models. Either management or the publics may make changes in behavior as a result of the communications program. Research and social science theory are used not to persuade but to communicate. Effective public relations programs based on this model are said to be "excellent" programs. Symmetrical public relations programs negotiate compromise, bargain, listen, and engage in dialogue. The organization knows what the publics want and need; the publics, in turn, understand the organization's needs and desires. An example is talking to consumers by telephone or at a public meeting in which the consumers can talk back and changes result. In crises, organizations are frequently forced, by circumstances, to practice symmetrical communications with adversarial publics. Although most organizations practice Model 1 and Model 2 , research by J. Grunig and L. Grunig (1992) revealed that PR practitioners would prefer to practice Model 4 if they had the expertise to do so and if their organizations were receptive to that practice. The preceding classifications are not precise. For example, an organization may practice Model 2 and Model 4. If the organization practices Model 2 more than Model 4, it is considered a Model 2 public relations operation. The new social media networks are a boon to the possibilities of two-way symmetrical practice.

An organization can, if it desires, listen to its publics and make changes in its programs on the basis of those communications. It can also use them to explain its policies to these publics. After listeria-tainted meat had killed several people, the Canadian company concerned—Maple Leaf Foods—responded to a consumer on the corporate blog, explaining the precaution the company had instituted to ensure that this would not occur again. When it responded to that one irate blogger, other consumers read it. If a company uses social media to count kudos from its publics and not to carefully consider change for mutual benefit, the social media interchange is Model 3 (Fearn-Banks, 2011).

4. Social Media

Today, social media is a social term rather than a communicational term. The general public use the term as frequently as communication experts and public relations practitioners. Liu, Austin, and Jin (2011) defined social media using a quotation from Pew Internet and American Life (The Pew Internet Research Center, 2010: 346) as "an umbrella term that is used to refer to a new era of Web-enabled applications that are built around user-generated or user-manipulated content, such as Wikis, blogs, podcasts, and social networking sites".

In other words social media makes human interaction much more convenient and much faster than real life human interaction, it makes globalization a reality, it gives a chance for introverted people to express themselves, and it also benefit develop international relationships whether its business or social. The tremendous impact it has made in our world today helps companies use social media tools to market their brand and interact with their target market. One of the primary reasons businesses use social media to market is because social media marketing is cheaper than advertising. By having Facebook, companies have the opportunity to create a profile for their product or service and inform their target market about what they are all about and the benefits of their product without having to spend a dollar. Social media marketing is one of the most cost effective ways for a company to gain exposure and advertise a company.

4.1 Social Media in Public Relations

Every business or organization may or will suffer a public relation crisis at some point and the way you respond might either help to repair the image or damage it. In today's world is especially challenging because of the rapidity in spreading the news. Anything can go viral within minutes of actually happening. Social Media has allowed the flow of news whether if its positive or negative and a job of every PR is to respond to a crisis quickly and efficiently using every possible social media platform.

This is why many researchers find this topic very inspiring in doing research that are focusing on how social media are currently gaining importance the field of public relations around the world. Xifra and Grau (2010) showed how Twitter contributes to public relations by analyzing 653 tweets including the term "public relations" or "PR." They categorized the role of tweets in the practice of public relations as labor introspective, academic introspective, practice, press release references, general information on the public relations sector, senders of tweets and their dialogues with the community, research (open-ended

questions/surveys), and announcements, reviews, events agendas, follow people, and re-tweets. Second, using diffusion of innovations theory, Avery et al. (2010) argued that adoption of social media within public health agencies and moderators varies based on the size of communities. They pointed out that urban communities showed the highest adoption rates, and suburban communities, large towns, and rural communities followed. Also, social networking sites are useful for disseminating health information, along with the new media releases, blogs, and discussion boards.

Meanwhile, the adoption of social media is a global issue in the public relations arena. First, Aliklic and Atabek (2012) examined the distribution of social media in public relations in Turkey. Even though public relations practitioners continue to develop skills using social media as the prime communication tool in their jobs, they admitted that the proportion of social media usage is growing. In addition, Eyrich, Padman, and Sweetser (2008) revealed similar findings. Two hundred and thirty-one public relations practitioners in the United States who participated in an online survey perceived social media as strategic tools. Practitioners preferred email and the Internet for industrial use but felt comfortable using blogs and podcasts individually as well. On the other hand, Curtis et al. (2010) studied adoption of social media for public relations by nonprofit organizations by applying the unified theory of acceptance and use of technology (UTAUT). In addition, Verhoeven et al. (2012) pointed out that digital communication and social media affected public relations in the organization through the European Communication Monitor (ECM) in 2010. Several reasons can explain social media gaining popularity in the public relations arena. Lee, Seo, Nam, Hwang, and Seong (2012) said that social media have been gaining popularity as organizational communication tools because of their share, participation, and openness characteristics. The authors demonstrated that these characteristics break a wall between exterior and interior media in public relations. In addition, other characteristics such as distribution of information and two-way communication also dismantle ambiguous barriers between interior and exterior media.

In addition, Alikilic and Atabek (2012) pointed out that public relations practitioners "are not only excited about utilizing these tools together with conventional media, but also excited about speaking directly to their publics and stakeholders without the involvement of any intermediaries" (2012, p. 56).Today is a real-time world of social media. Critics are everywhere, and reputation matters more than anything because it can be lost in an instant. All these platforms can help u as much as they can harm you it's just a matter of how skillful of a PR you are.

4.2. The use of Social Media in Crisis Communication

Social Media has been gaining a lot of importance in the public relations sphere in the past few years. For example, as Choi (2012) pointed out, public relations practitioners have used social media for information dissemination in the initial stage of a crisis. He demonstrated how BP communicated through Twitter in the Gulf oil spill crisis and revealed that BP used five frames – information, update, social responsibility, attribution of responsibility, and what can be done – and 11 keywords – response, update, latest, effort, claims, information, operation, BP CEO, picture/photo, volunteer, and shoreline – in tweets. Fearn-Banks introduced several examples of using social media in crisis cases.

First, people can use social media in cases of crises to escape and manage those situations.

For example, residents used Facebook, Twitter, and Google Maps to communicate with each other and with family members and relatives far away in the California wildfires in the fall of 2009. In addition, the shooting incident at Virginia Tech University in 2007 is the representative case that Facebook is considered an effective communication tool. Second, many cases show that practitioners effectively use social media in their practice.

For instance, after the emergency onboard Southwest Airlines in 2009, the airline officers scanned Twitter, Facebook, blogs, and websites to "ascertain passenger reactions." With mostly positive commentary, practitioners used those reactions in their public relations practices. In addition, government agencies, including the Centers for Disease Control and Prevention, the Food and Drug Administration, and the Department of Health and Human Services, have used Twitter, podcasts, blogs, widgets, mobile alerts, and online videos to warn and inform about emergencies (2011).

With social media gaining importance so did the usage of them become more frequent. Public Relations practitioners have used social media as a communication tool that turned out to be very effective.

4.2.1 The Use of Facebook in Crisis Communication

Facebook is one of a social networking service used in PR. Wall street journal even said that it had reached 500 million active users in July 2010, making it one of the fastest-growing sites in history. Using Facebook, people expand relationships with each other from the real world into the cyber world. These relationships, based on the concept of "friendship," also apply to relationships between potential key publics, including consumers, users and audiences, and the non/profit organizations in which they are interested, as well as relationships between individuals. Many organizations operate Facebook pages to communicate with their customers and potential customers.

For example, Starbucks has a Facebook account(www.facebook.com/Starbucks) that has been 'liked' 34 million times as of April 2013. Like Twitter, Starbucks' Facebook page provides promotions for products, coupons, and casual announcements of employee activities.

One characteristic of Facebook is that users are inclined to expand their relationships in reality to the online cyber world. In particular, distinctive terms such as "like" and "friend" influence of the expandability of friendly relationships of users in comparison to Twitter, through which users can communicate with strangers. In addition, Twitter has the limitation of 140 characteristics, but Facebook allows users to post more content than Twitter. Many researchers have pointed out that Facebook users consider it an emotional and familiar tool to use to communicate with organizations in which they are interested, and it influences the relationships among the publics and organizations. But it is more than that, Facebook allows you to communicate with the public even in the "dark times". Many researchers have found that posting information on Facebook is a valuable communication tool in the times of crisis because it can improve an overall image of the organization.

The study compared two fictional universities; participants read news stories about "organizational crises" occurring at these schools before viewing Facebook posts from their official pages which offered "additional information and messages directly from the universities". Researchers measured participants' impressions of these fake schools after both sessions and found that the Facebook posts were *more* effective in improving their perceptions and downplaying the severity of the crises at hand. This finding won't come as a total surprise to many. It's the equivalent of using a brand account to respond to a negative story with a "let us explain what happened so you won't freak out" post (Adweek.com, 2018).

4.2.2 The use of Twitter in Crisis Communication

Twitter is another social network used by a PR practitioner where they use micro-blogging service that allows users to create individual statements of 140 characters or less, called "tweets." "Users can "follow" a person or organization, and they can be alerted via their mobile device when a new tweet is posted, creating nearly instantaneous information distribution. Twitter was first created in 2006 and entered the social consciousness at the annual South by Southwest festival/conference in Austin, Texas, where the average daily tweets reached over 60,000" (Miller & Vega, 2010, p. 313). According to the official blog of Twitter, more than 140 million people are active users and 340 million tweets are posted every day (2013).

Practitioners post news about new products and stories about their employees and link the content to other social media. In some ways, the dramatic popularity of Twitter has led to its importance as a communicational tool in public relations ad especially in crisis. Choi and Kim (2011) explained that people can satisfy their desire to communicate and be connected with someone else with a real-time communication tool and they suggested that Twitter is a distinct social network service that helps to build organization-public relationships through convenience of producing messages, simplicity of building relationships, following, and the ripple effect of retweets. First, messages on Twitter are restricted to 140 characteristics, so Twitter users can express their opinions and interests more easily than in other blogs and

it makes it so unique. In addition, on Twitter, users can readily extend their relationships by using "following" without complicated processes. Finally, re-tweet is the function to connect from tweets that users are following to the followers. Re-tweets (RTs) mean that messages are distributed in the blink of an eye. However, researchers have pointed out that this function might result in uncontrolled media as a tool of public relations (Choi & Kim, 2011, pp.11-12). Meanwhile, Choi (2012) advanced "user-disseminated messages as the advantage of Twitter, which gives Twitter users, including businesses and individuals, the ability to build relationships by communicating quickly and efficiently with publics" (p. 313).

In addition, Twitter users express their own interests on Twitter and progressively communicate about them with other Twitter users throughout the world. Therefore, not only small businesses, but also global businesses, can easily communicate with Twitter users everywhere at any time. Twitter is also especially considered an efficient communication tool in crisis communication. It prevents many disasters to "blow up" and it helps communicate quickly, briefly and clearly once a crisis had happened. Social media has changed the landscape for the development of crises and with that it offered a critical communications channel to address and debate about a crisis. Social media can be a carrier of bad news within a minute, but when story breaks, people are looking for answers and now more than ever they turn to Twitter to look for those answers. Every company needs Twitter as a part of a broader strategy as a part of many channels you use to listen and share with your employees, customers, clients, and industry. And not only that, it should be at your disposition even when it comes to prevention and when it is time to react.

5. The Case Study of Starbucks

From the beginning, Starbucks set out to be a different kind of company. One that not only celebrated coffee and the rich tradition, but that also brought a feeling of connection.

The mission is to inspire and nurture the human spirit – one person, one cup, and one neighborhood at a time.

5.1 Background of Starbucks

Back in 1971, the company was a single store in Seattle's historic Pike Place Market. From just a narrow storefront, Starbucks offered some of the world's finest fresh-roasted whole bean coffees. The name, inspired by *Moby Dick*, evoked the romance of the high seas and the seafaring tradition of the early coffee traders.

In 1981, Howard Schultz (Starbucks chairman and chief executive officer) had first walked into a Starbucks store. From his first cup of Sumatra, Howard was drawn into Starbucks and joined a year later. In 1983, Howard traveled to Italy and became captivated with Italian coffee bars and the romance of the coffee experience. He had a vision to bring the Italian coffeehouse tradition back to the United States. A place for conversation and a sense of community. A third place between work and home. He left Starbucks for a short period of time to start his own Il Giornale coffeehouses and returned in August 1987 to purchase Starbucks with the help of local investors.

Starbucks is an international coffee house chain founded at Seattle, Washington in 1971. From its humble beginning, it has now expanded to more than 19,000 stores across 59 countries. However, its journey has not been smooth and there have been many ups and downs throughout.

5.2 Starbucks and Social Media

Starbucks started experimenting with social media services in 2008. It has been regarded as a significant company aggressively using social media to promote products and maintain positive relationships with its customers since its 2008 launch of MyStarbucksIdea.com. The purpose was to beat up the competition from dominant players such as McDonald's and Dunkin's Donuts and many others in the food and beverage industry (Schultz and Gordon, 2011). Convinced that unhappy customers could switch over to rival organizations without disclosing their complaints directly to the management, Starbucks used social media as a means to connect with its customers. It turned out to be the best tool to listen to its costumers' needs. Social media gives the advantage of constant two-way communication with critical publics and exchange of opinions.

The success of this effort was evident when its CDS MyStarbucksIdea was nominated the Most Embracing social media application in the 2008 Forrester Groundswell Awards (Bernoff, 2008). As many as 41,000 ideas were contributed by customers within the first two months of its launch (York, 2010).

Since Jerry Baldwin, Gordon Bowker, and Zev Siegl founded a local coffee bean roaster and retailer in 1971 in Seattle, Starbucks has been succeeding as a global business. The first reason to choose Starbucks as a case in this study is that it is the organization that most actively uses social media to communicate to its current and potential customers and promote new products to them. Starbucks systematically operates various social media channels. The history of social media in Starbucks traces back to 2008. At that time, Starbucks was not what it is today. They had been struggling because of economic problems and as a turnaround plan, Starbucks announced its social media plan, which started with its blog, My Starbucks Idea. Today, Starbucks operates many of their blogs such as: Starbucks Gossip (starbucksgossip.typepad.com), My Starbucks Idea (mystarbucksidea.force.com), and Starbucks blog (www.starbucks.com/blog).
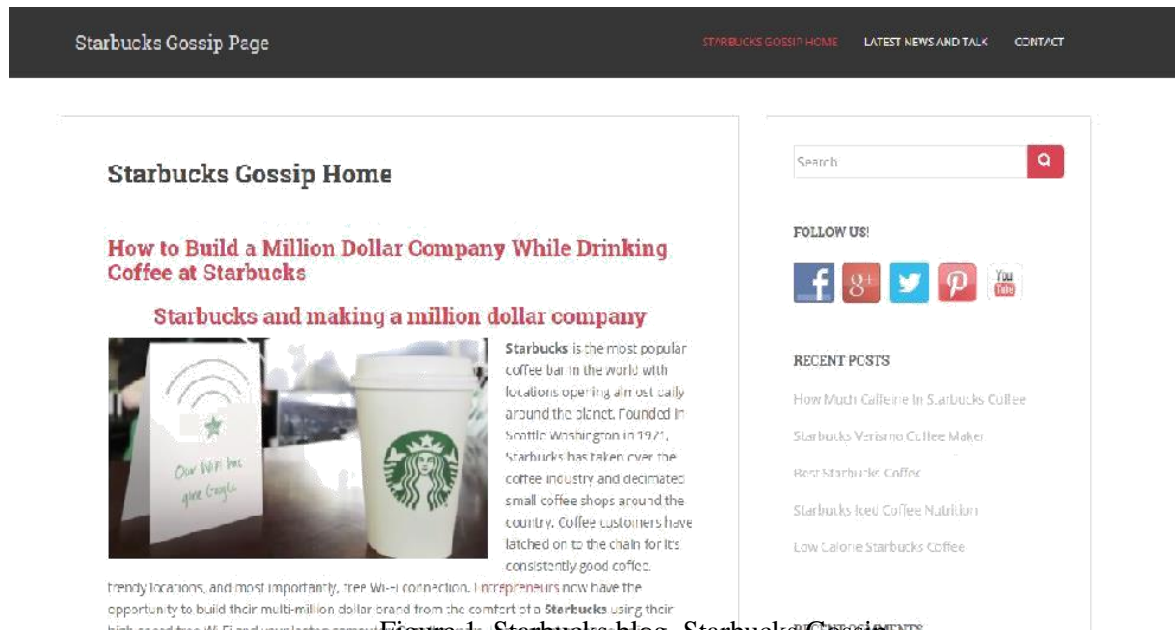
Figure 1. Starbucks blog, Starbucks Gossip
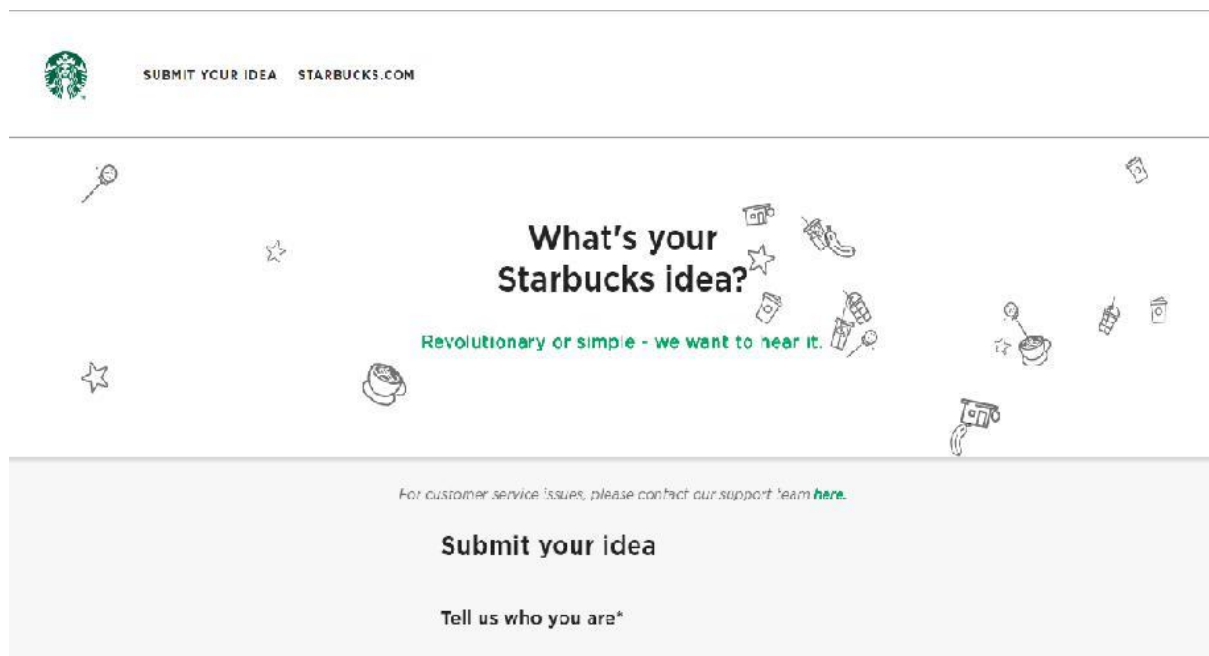
Figure 2. Starbucks blog, My Starbucks Idea

But the bigger question is how did a small coffee-shop in Seattle evolve into the 35th most valuable brand according to Forbes? The first and only answer is social media. Understanding each of the social network's underlying purpose is the key to successful increasing social engagement and establishing online presence that people will follow.

Starbucks runs a Twitter account which is followed by 11.8 million followers, Facebook profile with more than 37 million likes and Instagram account with over 16 million followers. This is one of the biggest advantages a company can have in communicating with their audience.

The Starbucks social media team is great at offering the customer service of local coffee shop on a grand scale over its social media channels. Even though they're a huge company, they still give customers individual attention, which no doubt goes a long way toward keeping them coming back for more.

One of the reasons behind Starbucks' social media success is that drinking coffee is a social activity. People love to meet over coffee, bring each other coffee, swap stories about coffee, and build coffee acquisition into their morning routines. That is why naturally people will share their coffee experience via Facebook, Twitter or any other social network. This brings constant people's engagement in the brand and flow of people recognizing it. Whether you're a fan of the Starbucks product line or not, their social media success is undeniable.

5.3 The Cochineal Case

Starbucks has a predictive plan in case of the crisis happens. They have a manual for crisis communication plans that addresses different media channels, including social media (Facebook, Twitter, YouTube, and blogs) and mass media (Starbucks Corporation's website, e-mail, newspapers, and television) (2011). Their usage of social media are higher than in any other organization. On the other hand, Starbucks' crisis communication manual provides a list of key publics as well. According to the manual, Starbucks also employs two categories: internal key publics and external key publics. Internal key publics indicate executives and employees, including corporate suppliers to Starbucks, and external key publics indicate news media outlets, competing companies, and government agencies.

The crisis communication manual recommends five interview tips for spokespersons:

6. Do not attempt to cover up anything; cover-ups just make the crisis persist.

7. If you have the information that the public needs to know, share that information with them. It is better that they hear this information from you first rather than from someone else.

8. If you do not necessarily have all of the information at the given time, let the media know that. Then, tell them that you are working to get the rest of the information regarding the situation.

9. Avoid use of the phrase "no comment." This can backfire, as it makes it look as if you are

hiding something negative.

1. Ultimately, remember that nothing is off the record. Even if the interview is technically over, anything that you say can be used in the media and some tricky questions can be expected

(Starbucks's crisis communication manual, 2011).

The cochineal situation from March 2012 provides a good example for the case study of this projects because it will showcase the importance social media has when it comes to crisis situations.This study focuses on the controversy surrounding an additive, cochineal, in 2012. Starbucks sells mainly various coffee drinks and food so controversy over ingredients presents a more serious and sensitive problem than other controversies. There were many opinions about the cochineal controversy.

In late March 2012, a vegan barista working for Starbucks offered a vegetarian blog, called www.ThisDishIsVegetarian.com information that in some Starbucks beverages including strawberry Frappuccino contain cochineal extract, which is made from the bodies of ground-up insects in Latin America. This information brought criticism from a vegetarian group through Twitter and blogs. Given the fact that this crisis started online, was elevated through an online petition and became a hot topic on social media sites, it makes sense that the company would issue its statement in the same platform.

Soon after March 29, Starbucks posted an announcement on Facebook to explain that cochineal is a natural ingredient with no health risk and is approved by the Food and Drug Administration (FDA).

Cliff Burrows, the president of Starbucks, wrote a following statement:

"Dear costumers,

As a company, we always strive to exceed your expectations, and we take your feedback very seriously. Based on recent feedback, we learned that we fell short of these expectations by using cochineal extract. This commonly used ingredient is a natural, FDA- approved colorant found in a wide variety of food and beverage products in the U.S.

We use the extract in the strawberry base for our Strawberries and Crème Frappuccino, Strawberry Smoothies and three food items – the Birthday Cake Pop, Mini Donut with pink icing, and Red Velvet Whoopie Pie. While it is a safe product that poses no health risk, we are reviewing alternative natural ingredients.

Your feedback I very important to us and we encourage you to share your thoughts with us here."

Even though Cliff Burrows explained that Starbucks would consider changing its ingredients with others, signatures from more than 6,500 people led by vegetarians were collected and mass media encouraged this progress. A woman in South Carolina collected 6,500 signatures on a Change.org online petition asking the company to stop using cochineal dye in its strawberry beverages. Facebook users called "friends" expressed more supportive reactions to Starbucks' decision about the cochineal extract. They expressed a belief that Starbucks had been making acceptable decisions, and they blamed vegetarians for the attacks against Starbucks. Furthermore, tweets about this case continued buzzing so that finally another update wasmade. An announcement was posted on its blog, My Starbucks Idea, on April 19 saying that Starbucks would replace the cochineal extract with a tomato extract.

Social Media are there first to offer the possibility of a fast apology that they gave to the loyal customers and later in April 2012, Starbucks explained and announced its decision to no longer use cochineal on blogs, Twitter, and Facebook.

Unlike Twitter, Facebook tends to display friendlier characteristics as a social networking medium. "Friends" of Starbucks revealed mainly supportive attitudes on this site. Starbucks used it's blog to announce the decision on Facebook, and 5,370 people welcomed this decision by "liking" it. With the large number of 5,370 "likes," users left 836 comments. Mostly comments reflected a positive attitude about the cochineal extract and Starbucks' decision not to use cochineal anymore even though it is not harmful to health.

With the help of these platforms Starbucks was able to overcome the crisis and social media backfire that was upon them. A well-executed crisis plan was able to help this organization maintain their brand and credibility in the business and negative media attention was navigated.

CONCLUSION

The purpose of this study was to describe the current role of social media in crisis communication through the actual case of Starbucks. It showcased how important the usage of social media platforms is in time of crisis along with the crisis communication plan. Executing the above mentioned plan is crucial which is confirmed with this case of Starbucks.

Starbucks did not only attract customers with their social media accounts but it also helped in the execution of crisis communication strategies.

The study was conducted to examine the Starbucks crisis cochineal case in March-April 2012.

In addition, social media was used as a tool for publics using social media to communicate with the organization in the first place. The complaints were primarily expressed on Twitter than Facebook in which Starbucks had to defend. Specifically, Facebook users called "friends" expressed more supportive reactions to Starbucks' decision about the cochineal extract unlike Twitter followers. They expressed a belief that Starbucks had been making acceptable decisions, and they blamed vegetarians for the attacks against Starbucks. This reflects the strong and positive relationships between Starbucks and publics, as public relations practitioners from Starbucks insisted was the case in many interviews.

The final role of social media in crisis communication is as an alternative tool for official announcements. Instead of the appearance of spokespersons on traditional mass media it was used for many different purposes. The update on Starbucks' blog as an alternative official news release as well as the apology on Facebook and Twitter.

Starbucks is the one of most successful organization to use social media in maintaining its reputation but by this example it shows that crisis can happen unexpectedly and even to the best ones. So with this project it can be concluded that dealing with the crisis is the skill that can be crucial when it comes to preserving a reputation. This crisis is a great example how a company can overcome the crisis and regain the trust of its own costumers.

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"INSTAGRAM USE AMONG SENIOR HIGH SCHOOL STUDENTS IN PRIZREN"

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ABSTRACT

Using social media has become an important part in our everyday life. As social media we referrer to any web site that allows people interact with each other not only by messaging each other but as well as sharing photos, videos, sharing posts with their opinions regarding a topic etc. With the raise of technology and introduction of smartphones people can access their profiles of any social media platform no matter where they are or what time is. Despite that each social media is having a big number of people accessing them, Instagram is raising its usage almost every minute.

Instagram is one of the social media platforms that allow people create engagement with each other through photos, videos, hashtags and direct messaging. The people having a profile in Instagram and using it every day has increased drastically through years.

First part of the project will explain the social media, different social media platforms and their use. The second part will show the empirical findings about the senior high school students in Prizren attitudes regarding Instagram. It will be focused on comparing the information about Prizren's senior high school students use of Instagram, analyse and comparison on how much senior high school students in Prizren use Instagram, which gender of them mainly use Instagram and for what purposes they use it.

Keywords: Social media, social networking sites, Instagram, senior high school student's attitude

1. INTRODUCTION

In the early ages people used letters, phones, television and radio to communicate with others or always keep themselves informed. With the increscent of technology and invention of internet Facebook, Twitter, Pinterest, Instagram, MySpace, Web 2.0, Tumbler, etc. became the crucial sources for people to share their opinions, communicate with others, and even react toward a favorable or unfavorable situation. This way through years social media platforms have become the unescapable part in everyone's life.

Being introduction to the public with the aim to build connections between distant others, they have attracted millions of people worldwide to become their inseparable users. Having the chance to scroll through their social media profiles anytime and anywhere no matter at home, work or on the bus not only made social media platforms reach their goal and make people feel no distance but also it increased their influence on people's life. The influence not only lays in political, social and economical aspects of a society as a group but as well as on everyone's personal life.

Social media platforms made us become preoccupied with sharing things of our personal life to the point where "if it's not shared it never happened ".

Facebook was one first social media platforms that interlocked millions of people worldwide as its users. As the people's needs increase day to day and people become busier with their life easy use and not complicated social media platforms are introduced to the society every day. For example: Instagram, Twitter, YouTube, different Blogs etc.

Even though that Facebook has been for many years one of the most used social media platform, in the latest years Instagram has increased its appearance to everyone everywhere. Founded in 2010, with its capability to share filtered or unfiltered photos, videos, stories, comments and likes, Instagram became one of the most useful tool for different generations to connect with each other. It also became much more than that: it became as a status, a lifestyle, a work place, and more interesting as a source of profit.

A new nationally representative survey of American teenagers age 13-17 finds that teens have shifted their favored social media platforms and are now most likely to use Instagram (ScienceDaily, 2018). What this is telling us is that people, especially teens, has become a social media "slave" with a need to share their personal life. The word "privacy" lost its value and the word "media presence" has appeared as an excuse for the lack of one. Everyone on social media is aiming to become famous and the appealing thing is that they can, they just must have an Instagram account.

2. THE HISTORY OF INSTAGRAM

Instagram started working as a whole different project that would serve to tech some coding skills to its one of the co-founders Kevin Systrom. At that time Kevin was working on a HTML5 combination of online game Mafia War and Foursquare's check-in service and through them he created an app called Burbn. With its app prototype Kevin provided enough funds from large companies to advance his application more. With the help of Mike Krienger, Kevin realized that Burbn had many features and everything was two crowded. That was the time when they decided to focus only on the camera feature, a decision that brought the Instagram in life. Launched on October 6, 2010 by Kevin Systrom and Mike Krieger, Instagram is an internet based photo sharing application that enables users to share their photos or videos publicly or privately to their followers or even their non-followers if the account is public.

It all started as a simple photo-sharing application where users could make their photos look better and more professional by applying any of the digital filters available. It name derives from the combination of two words: "insta" (camera) and "telegram". Through the name it is obviously seen that the main goal of Instagram was to create connections and share information between people through photos. Conceived as an IOS app, for two years Instagram was available on apple's platforms. On 2012 it became part of Android users too. The first photo was shared on Instagram on July 16, 2010 by Kevin and through years million photos were uploaded around the world. The sudden increase in Instagram users increased the value of Instagram in the population by making it one of the most widely used platforms for all. In March 2012, The Wall Street Journal reported that Instagram was raising a new round of financing that would value the company at $500 million, details that were confirmed the following month, when Instagram raised $50 million from venture capitalists with a

$500 million valuation (Tsotsis, 2018). The same month Instagram was bought from Facebook for $1billion.

On October 2012 Instagram lunched the website profiles allowing their users to access their profiles through different technological devices without downloading the application. However, the website was very limited only allowing users access newsfeed, upload photos and search.

One year later the website was updated providing users with other features that made the application and website almost the same. On 2016 Instagram app was also accessible through Windows 10. Through many updates and by being authentic and a safe place for inspiration and expressions, Instagram became a popular site and gained 1million users in two months which increased to 800 million as of September 2017.

Being authentic and a safe place for inspiration and expressions, Instagram became a popular site and gained 1million users in two months which increased to 800 million as of September 2017. With the mission of allowing people experience moments in other's lives through pictures as they happen, Instagram first purpose is to vanish the distances around the world and keep people connected no matter if they know each other personally or not. Second purpose of Instagram is to be used as a tool of promotion, creating awareness and sharing certain values. Instagram has become a tool for different branches and it made this network a versatile outlet for many businesses and personal needs.

2.1 Features of Instagram

As Instagram was created as a photo sharing app, through years it updated itself in order to be part of everyone's life. Despite that in the beginning its users could only upload photos, in June 2003 Instagram incorporated 15 seconds video sharing. On the other hand, while Facebook allowed its users to share short videos or so-called Vine and the market was becoming more competitive, it all pushed Instagram to increase the video limit to 60 second. As people don't have much times and get bored by watching a log video, those 60 seconds videos are a useful and practicable tool to gain information regarding different situations. They can be different moments of people's lives, different advices, life hacks, cooking videos etc. in order to have their photos and videos look better and more professional by applying any of the digital filters available like: Clarendon, Juno, Cream, Nashville, Lo-fi, Mayfair, Willow, Slumber, Sierra etc. Through them users can play with photos brightness, contrast, add more colors change their sizes etc. After reaching its audience through photos and

videos, Instagram continued to get even closer to reach their goal and make people feel more reachable and connected. In December 2013, it introduced Instagram Direct, a feature that allows Instagram users communicate or sending photos and videos with each other privately or in a group. Additionally, users through camera can send to each other direct photos or videos and reply them with text or emojis through an update that have been in September 2015.

In August 2016, Instagram Stories have been launched to the audience a feature that allowed people to share their photos with effects, emojis and filters. Through this feature users started to share all moment photos not only those that they want to have in their profile. If the accounts are private the stories are visible only to the followers, on the other hand if it is public the stories are visible to everyone. To have more connections between users Instagram, added the opportunity of live videos, where users could have started a live video and communicate with other users through voice and comments. This way users communicated with each other, made big announcements, shared their working life, shared their moments on holidays, talked about their everyday life etc. Despite the fact that through the story feature Instagram attracted the attention of millions of users the media criticized it as a copy of the SnapChat (photo application).

On the other hand, as Instagram CEO Kevin Systrom pointed out on the latest episode of Recode Decode, hosted by Kara Swisher, copying is neither new nor unique to this situation. "Let's take Instagram, Day One: Instagram was a combination of Hipstamatic, Twitter and some stuff from Facebook like the 'Like' button," Systrom said. "You can trace the roots of every feature anyone has in their app, somewhere in the history of technology" (Recode, 2018)

The latest update done on the features of Instagram was the opportunity of companies to advertise their products and services through Instagram stories where many adds appeared. Also in May 2016, Instagram enabled its users to turn their personal profile into business profile, see the Insights analytics and turn their posts to adds. In a short period of time Instagram announced that it had millions of advertising content in their platform and with millions of users advertising on Instagram, it became the greatest platform from which people and companies can reach their audiences and influence their behaviours.

2.2 Trends on Instagram

Despite DM (direct message), Hashtags (key words with hash symbol) and locations connect people with same interests worldwide. Since the beginning of Instagram, hashtags became an inseparable part of the shared photos. There is not a user that not once used any hashtag when he/she shared their photos. Each hashtag used connects the shared photos together in one place so when a user clicks the hashtag he/she can see all photos with that hashtag in one place.

The use of hashtags in varies from person to person. Some use them just for fun, others to help brand awareness, to make things go viral, etc.

When people saw the capability of hashtags to make almost everything go viral not only on social networking sites but as well as on all other social media platforms, the started to use them as a tool for raising voice about different situations. By raising their voice through hashtags Instagram users created different trends that shaped their lives in different ways. At that point trends ang things going viral became important part of Instagram. #ThrwbackThursday where people post photos of the past on Thursday, #SummerVibes, people posting photos of their summer holiday, or #ootd which relates

the outfit of the day, #SelfieSunday people posting selfies on Sundays etc. became a popular trend on daily basis photo sharing. Hashtags not only crated daily basis trends but they also contributed on raising different issues and made them viral. International cause groups and charitable organizations made many challenges as important trends to create awareness and money for their problems. During July 2014 one of the trends that emerged on social networking sites especially on Instagram was Ice Bucked Challenge, an activity of dropping a bucket of ice on someone's head in order to create awareness about the ALS or a motor neuron disease. Millions of ordinary people, celebrities, business man etc. posted their ice bucked challenge videos on their Instagram profile nominating each other for the next video. Despite that made the issue go viral it also helped the campaign gather the monetary funds for people in need. According to the ALS Association, during the peak of the ALS Challenge, they were able to receive $100.9 million worth of donations. A big increase from the $2.8 million they received in the same period, the year before (Buy Real Instagram Followers - Instant or Gradual Delivery from $0.79!, 2018).

Selfies without make up (#nomakeupselfie) also became a viral going trend. The aim of this challenge was to increase money for cancer research. People especially women were challenged to post their selfies without makeup on their Instagram profiles and tag their friends do the same too and donate to the research found. Billions of photos have been shared and just like ice bucked challenge, it helped the found increase.

Except that many trends increased founds and were created for good reasons, others also contributed on many people's failures. Kylie Jenner lip challenge for example, as a viral trend that created different problems to people especially young females that tried to have lips like Kylie. The insertion of the lip into a cup and the effort to trick them through it, not that helped the girls have perfect lips but created various serious injuries. Many critics especially doctors said that this trend not only can create pain and swelling but they can let people with long term disfigurement.

So, Instagram trends became a favorable tool for everyone who wants to make things go viral no matter if they are in a positive way or not. Only thing that matters for different things to be trend on Instagram is that they have to be accepted by the users and spread as much as possible.

2.3 Issues on Instagram

Millions of photos, videos, stories etc. are shared around the world every day on Instagram. Despite that most of the people think that Instagram is one of the safest social networks with different facts it has proved it wrong. Issues on Instagram that have took people's attention during the last years are:

1. *Illicit drugs*

Critics have never stopped criticizing Instagram that many of its users post photos of various drugs. They use Instagram as a tool to advertise and sell their drugs to other users. They also started to create personal hashtags where by clicking them users could easily access drug photos and contents. However, Instagram company is working on stopping the drug sell increment by asking people to report those photos and blocking corresponding hashtags.

2. *Negative comments*

Big number of people are part of negative comments that they get from others. Especially *celebrities and other people that got famous through Instagram are victims of negative* comments like racism, bulling and many other negative opinions that users share to each other. In order to keep Instagram as a safe place for people to express themselves as they are without fearing anything, it lunched a tool that allows users delete comments that they want or filter them by listing specific keywords or phrases.

3. *Hidden pornography*

Regardless that Instagram introduces itself as a safe place and is so strict about the nudity policy, many researches have shown that there are over 1million porn films hidden in Instagram. Not to be easily accessed and removed people publish porn videos by using long Arabic hashtags. To prevent the raise of porn photo and videos on Instagram, its employees are always monitoring this issue and asking users report everything that makes them feel uncomfortable.

4. *Unsafe site*

Together with the other social media networks Instagram is considered as very unsafe social media site. Even though that your account may be private, there is always a way that people can access your photos and information and use for different purposes. While using terms and conditions of Instagram people can notice a term that says you agree that a business may pay Instagram to display your photos in connection with paid or sponsored content or promotions without any compensation to you, which gives Instagram the power to control, use and sell our accounts without our permission.

3. METHODOLOGY

This project is focused on providing information regarding Instagram usage among senior high school students in Prizren, how much they use it, are there any differences in Instagram use among different gender and for what purposes they use it. In order to gain the specific information regarding the topic of the project a quantitative research method has been used.

3.1 Survey design

In order to gain valid information about the Instagram use among senior high school students in Prizren the survey was conducted by a questionnaire. The questionnaire involved 20 chronologically listed questions regarding their social networking site use, specifically their Instagram use. Mostof the questions were designed to be circle survey questions and in two of them the participants had to write their own answers. Each answer was provided in a chronological order and in a simple understandable way for the participants.

3.2 Selection of participants

Selecting who will participate in your study is a very important step in the research process, and requires careful thought. Based on random selection (Random number table), out of eight (8) high schools in Prizren, this survey was conducted in three (3) of them: high schools in Prizren : "RemziAdemaj" gymnasium, ALG "Loyola" Gymnasium and "YmerPrizreni" Economical high school. Each of the seniors was informed directly for the survey and took part voluntarily. The period when the survey was conducted was March 2018.

An overview of the participants that participated in the survey, regarding gender, is shown in the following Table.

Table 1: Gender overview of high school students in Prizren that participated in the survey

Total number of participants	female	male	
395	204	191	

4. EMPIRICAL FINDINGS AND DISCUSIONS

The survey has been conducted directly by the researcher, who went to each of the high schools to collect the needed data. The answers were then entered and analyzed on SPSS (statistical research program).

Following results were obtained, and the discussion of results and analysis of the responses to the questionnaire are explained in details in further text.

4.1 Social Networking Sites Use among senior high school students in Prizren

As mentioned before millions of people around the world use different social networking sites in order to share, promote, connect and entertain. It doesn't have any difference in age, gender or demography.
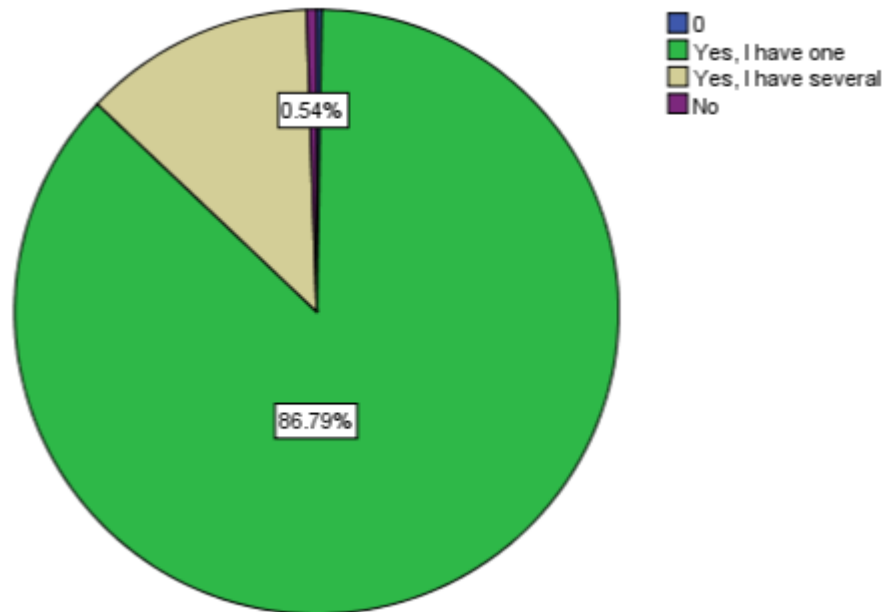
The survey done on senior high senior school students in Prziren (Graph 1) shows that 98.92% of the students have a social networking site and only 0.81% of them don't use any social networking site.
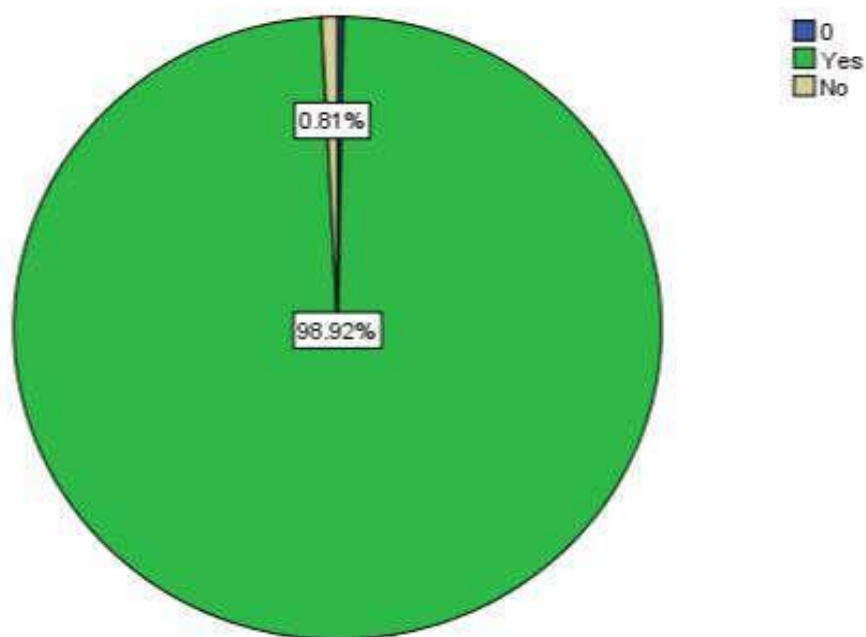
Graph 1. Summarized results for the question: Do you use social networking sites?

4.2 Instagram use among senior high school students in Prizren

Since 2011, Instagram is becoming one of the platforms of connecting people with the highest users involved. As seen on Graph 4, based on the data collected, 0.54% of participants don't have an Instagram account, 86.79% have one Instagram account and 12.40 % have several accounts.

Graph 2. Summarized results for the question: Do you have an Instagram account?

Regarding gender, 154 males have one Instagram account, compared to 167 females, and 24 of males have several accounts, compared to 22 of female that have several accounts .
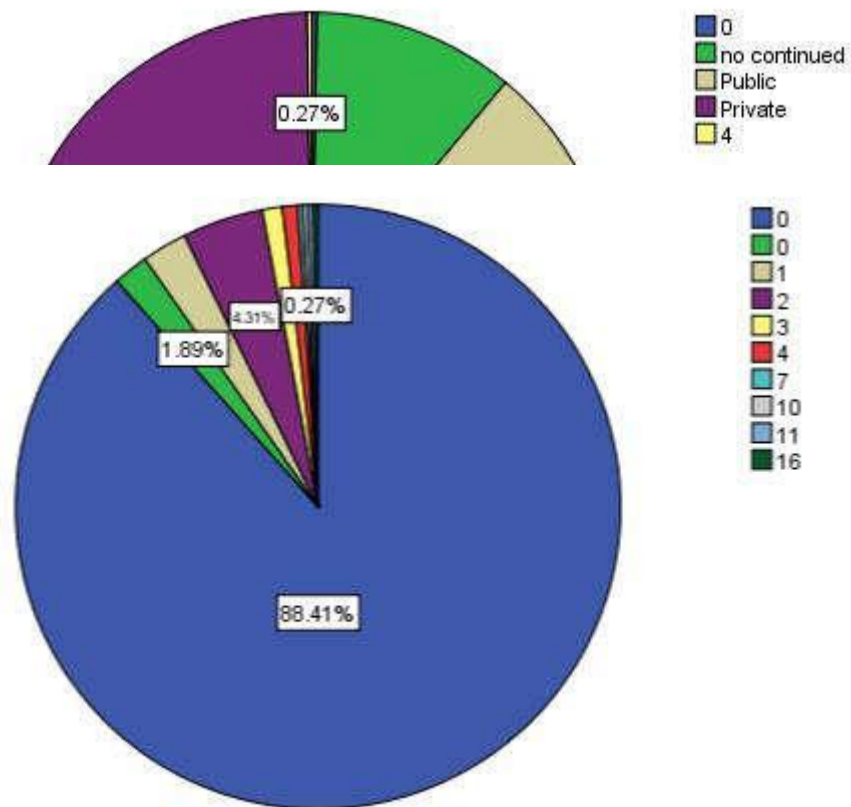
Graph 3. Summarized results for the question: If you have one profile on Instagram, is it public or private?

Most of the Instagram users who have only one profile (75.74%) claimed that their account is private and 12.94% claimed it is public This can draw us to think that even though the senior students prefer to share photos and videos from their moments they still want to keep them public only to the people they accept as followers.

On the other hand, even though Instagram doesn't allow its users to have more than one account with the same username and same email, the participants showed that they have several accounts. The results of public and private profiles are shown on Graphs 4 and 5.

Graph 4. Summarized results for the question: Number of private profiles
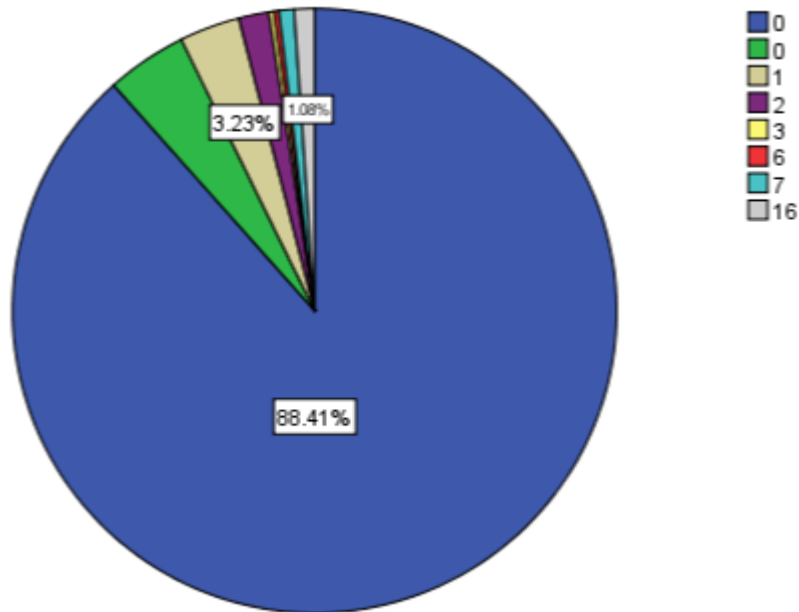
Graph 5. Summarized results for question: Number of public profiles

When people access any social media, they are aware that what they like, share, comment or even scroll is transferred as a meaningful data to the algorithms behind the social networking site itself.

Everyone when sings up to Instagram is told to read the terms and conditions policy of Instagram. It is the part that informs the user how their data will be collected and used.

Despite that it is the most important part to be read it remains to be the only part that people click agree and skip it immediately.

In this survey 40.97% of the participants answered that they have read it, 30.42% didn't and only 25.34% have read it partly.
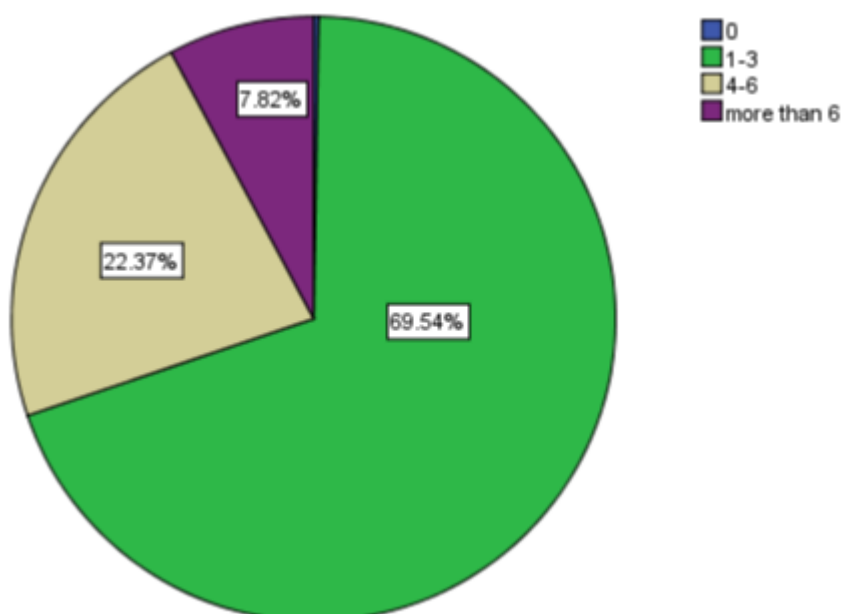
Graph 6. Summarized results for question: Did you read the terms and conditions of use when signed up on Instagram?

Based on Statista, through 2016 and 2017 Instagram reached 500 million daily active users spending most of their free time scrolling, sharing, DMing, liking etc. As showed in Graph 9, 17.25% of the participants spend less than one hour on Instagram, 52.02% spend 1 to 3 hours,

18.60% spend 4 to 6 hours, 4.04% spend 7 to 9 hours and 7.82% spend more than 9 hours. Only 19 females spend more than 9 hours on Instagram, compared to 10 male that answered that they spend the same time.
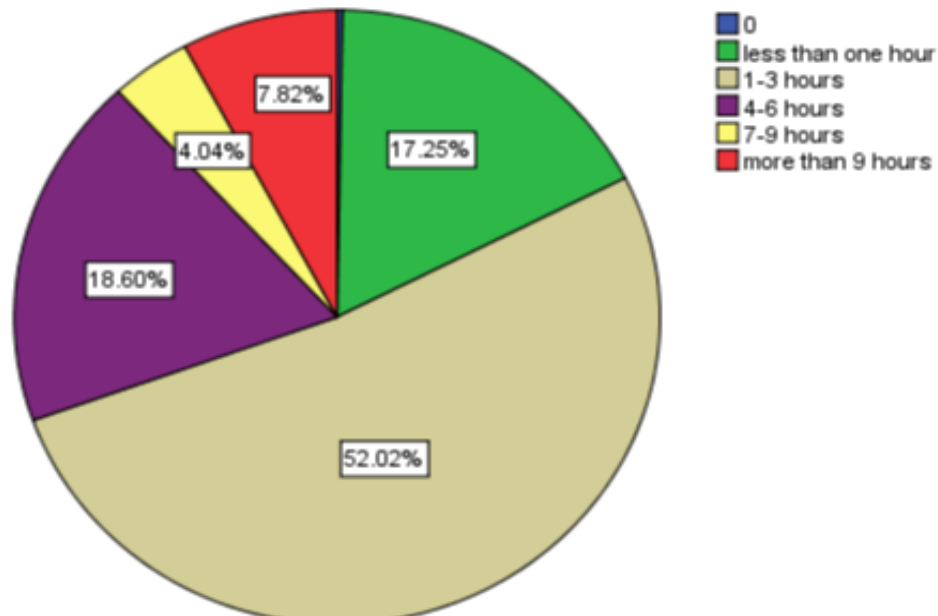
Graph 7. Summarized results for question: On average, how many hours do you spend on Instagram?

Instagram is all about the people you follow or follow you. Some of the people take care who they follow and accept as their followers, and others don't pay too much attention.
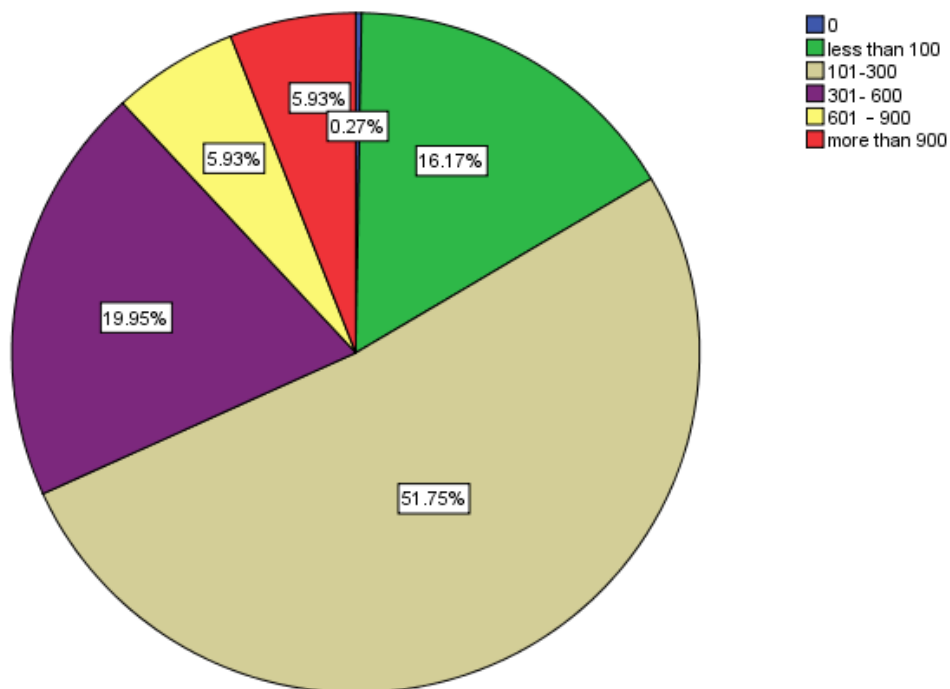
Graph 8. Summarized results for question: How many people do you follow on Instagram?

This survey shows that 16.17% of participants answered that they follow less than 100 people, half of them, 51.75% follow 101 to 300 people, 19.95% follow 301 to 600 people, 5.93% follow 601 to 900 people and 5.93% follow more than 900 people. Table 2 shows the number of followers, regarding gender.

Table 2. Summarized results for the question: How many people do you follow on Instagram?

How many people do you follow on Instagram?		Less than 100	101-300	301-600	601-900	More than 900	Total
Gender	Male	18	96	37	13	15	179
	Female	42	95	37	9	7	190
Total		60	191	74	22	22	369

On the other hand, when people were asked how many people follow them, 11.32% of the participants answered that they have less than 100 followers, 39.08% have 101 to 300 followers, 26.42% have 301 to 600 followers, 11.59% have 601 to 900 followers and 11.32% have mo
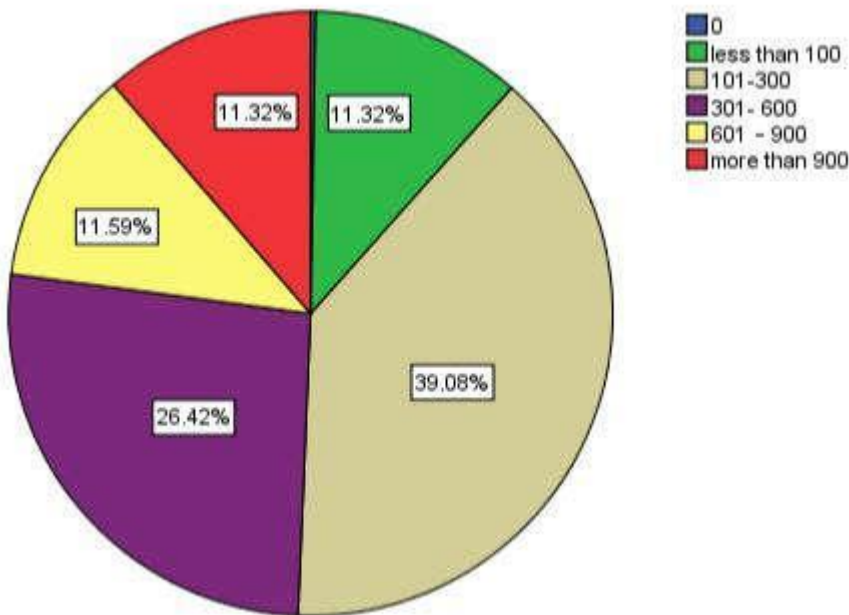
Graph 9. Summarized results for the question: How many people follow you on Instagram?

Table 3 also shows the number of followers regarding gender.

How many people follow you on Instagram?				

		Less than 100	101-300	301-600	601-900	More than 900	Total
Gender	Male	16	69	48	21	25	179
	Female	26	75	50	22	17	190
Total		42	144	98	43	42	369

Table 3. Summarized results for the question: How many people follow you on Instagram?

Based on the results presented in Graph 10 and Graph 11 the average percentage of followers and followings on is 101 to 300 people, and based on the results in Table 2 and Table 3 it can be concluded that there are no gender differences.

When participants were asked about the main reason for using Instagram, 214 participants or more than half of them (58%) answered that they use Instagram to share, and 40.1 % or 148 participants use Instagram to follow their favourite celebrities.

Table 4. Summarized results for question: What is your main reason for using Instagram?

What is your main reason for using Instagram?

	Share	Feel like a professional photographer	Social Interaction	New application	To follow celebrities	Because my friend has	Other
Number of participants	214	67	109	64	148	56	39
Percentage(%)	58%	18.2%	29.5%	17.3%	40.1%	15.2%	9.83%

On the other hand when participants were asked what is their opinion about Instagram, most of the (174) or 47.2% see it as a tool of expression.

Table 5. Summarized results for question: What is your opinion about Instagram?

What is your opinion about Instagram?

	a tool for me to express myself	kind of photoblog	an art form, a means of self-expression	a way of people to experience a world separate from their own	an opportunity to build greater understanding	a chance to provide beauty in the simple moments
Number of participants	174	93	88	104	81	108
Percentage(%)	47.2%	25.2%	13.8%	23.8%	22%	29.3%

As Instagram is a site where people can share different photos or videos, the participants were asked about what kind of photos they usually post on their profiles. Majority of them 92.4% post their self and friends photos, in comparison to 31.4% post events.

Table 6. Summarized results for question: What kind of photos do you normally post on your Instagram profile?

What kind of photos do you normally post on your Instagram profile?

	Self / Friends pictures	Events	Animals	Fashion/outfit of the day	artwork	Pictures with quotes	Food	Other
Number of participants	341	116	34	92	50	91	61	39
Percentage(%)	92.4%	31.4%	9.2%	24.9%	13.6%	24.7%	16.5%	10.6%

All these participants have different reasons why they share their photos rather than keep them private. Half of them or 50.1% post them in order to share/ tell, 40.9% post in order to connect with people either a friend or a stranger, same percentage of participants (40.9%) post heir photos in order to frame/keep memories.

Table 7. Summarized results for question: Why do you share photos on Instagram, rather than keeping them private?

Why do you share photos on Instagram, rather than keeping them private?						
	to share/tell	to connect with people	to frame / keep memory	to promote	to gain recognition	other
Number of participants	185	151	151	23	22	18
Percentage(%)	50.1%	40.9%	40.9%	6.2%	6.0%	4.9%

When participants were asked if they tag their friends or not on Instagram, same number of participants (31.27%) answered that they always tag their friends, or only tag their friends when they are on the photo or the photo is relevant to them (Graph 10).
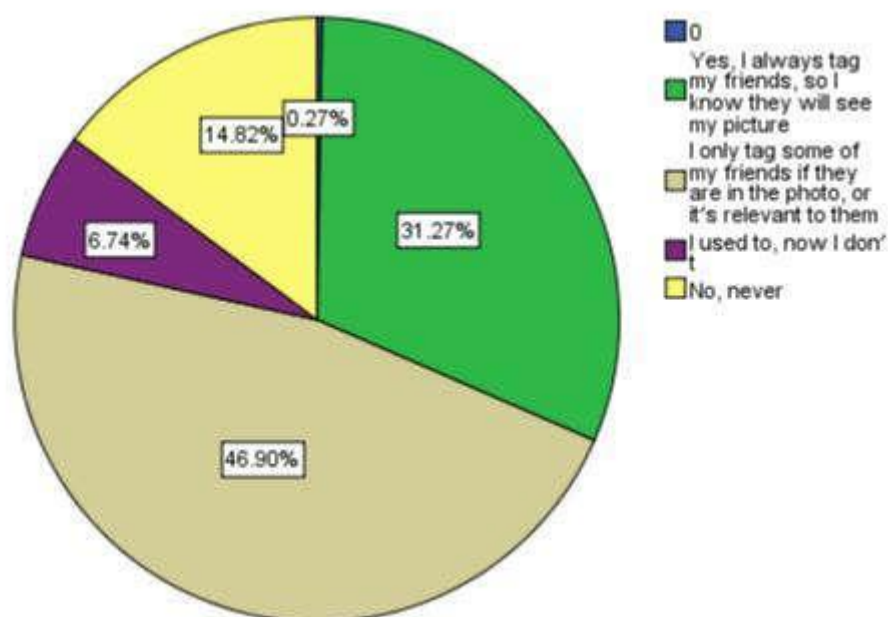
Graph 10. Summarized results for question: Do you tag your friends on your photos?

When sharing photos on Instagram it is so important that the photo will reach as much people as possible in the means of followers or other people. Generally people use different hashtags in order to make their photo access as wider audience as possible.
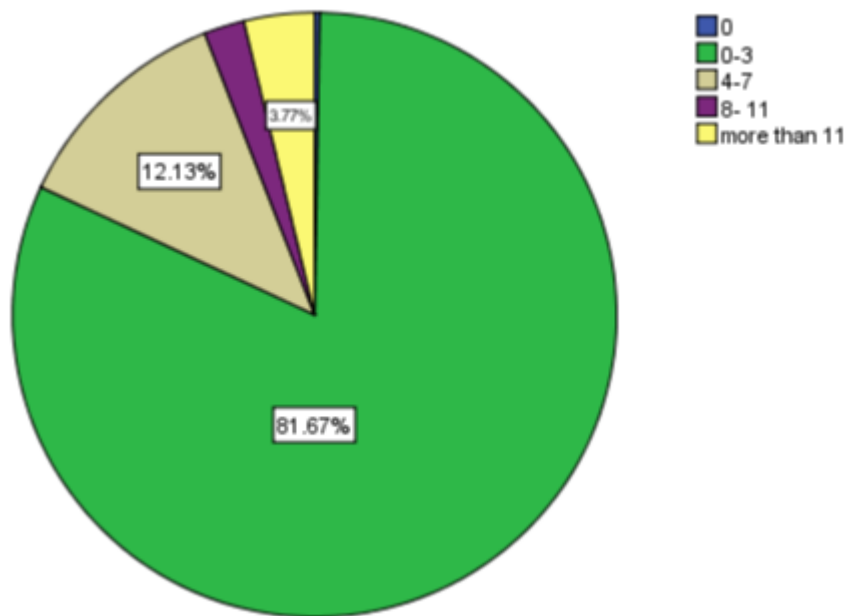
Graph 11. Summarized results for question: How many hashtags (#) do you use in your photos?

When participants were asked about using hashtags (#), majority of them 81.67% 154 females and 148 male answered that they use 0 to 3 hashtags, 12.13%, or 26 females and 19males use 4 to 7, 1.8 % or 5 males and 3 females use 8 to 11 hashtags and 3.77 % or 7 males and 7 females use more than 11.

As mentioned before social networking sites are created with the purpose to connect people with distant others. So is Instagram. Big number of people uses different Instagram features to connect with others.

The same is with the participants in this survey. More than half of the participants 56.33% always consider Instagram as a good way to connect with others, 38.54% rarely consider it as a good way to connect and only a small percentage (4.85%) never considered Instagram as a good way to connect.
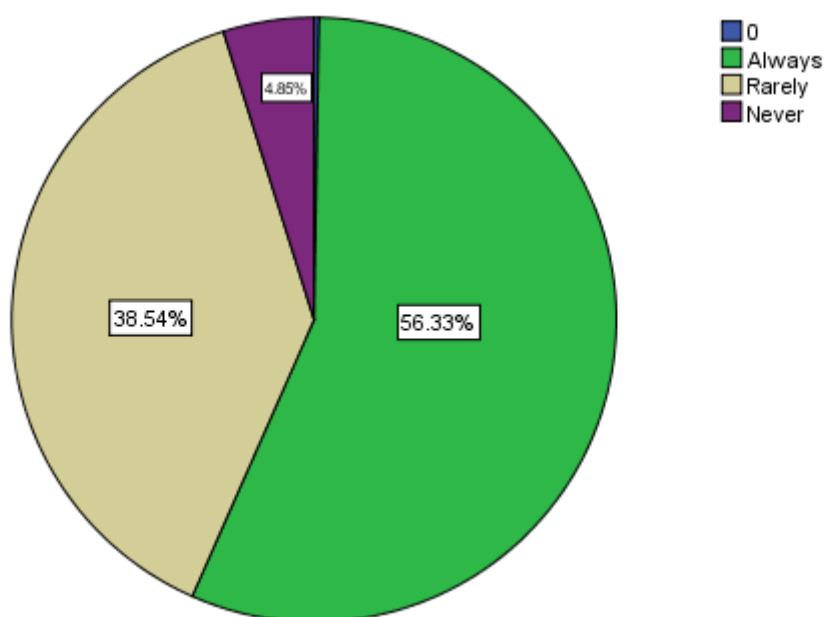
Graph 12. Summarized results for question: Do you consider Instagram as a good way to connect with others?
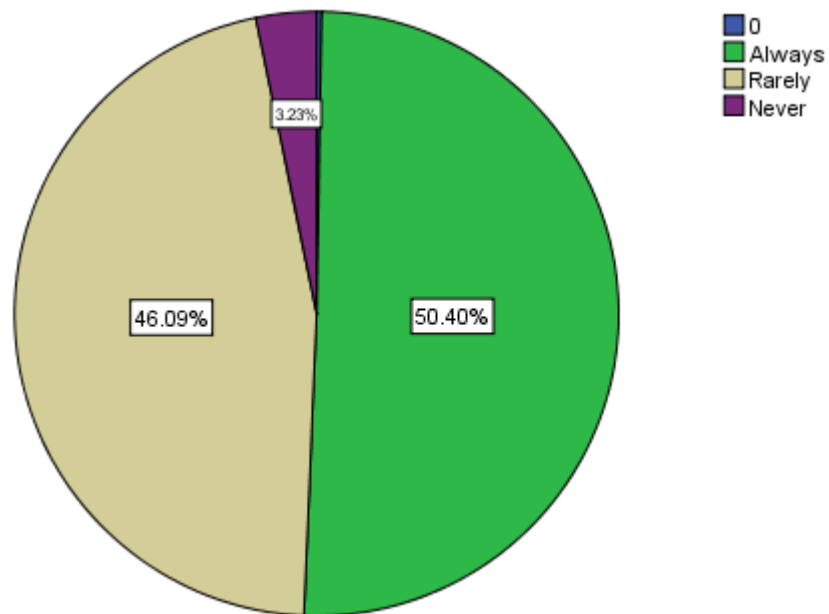
Graph 13. Summarized results for question: Do you consider Instagram as a good way to share?
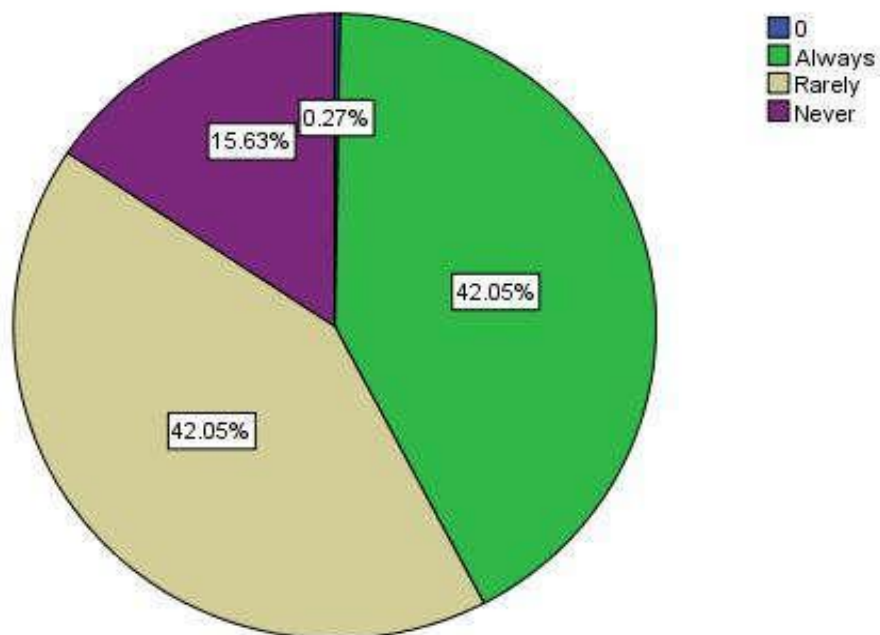
Graph 14. Summarized results for question: Do you consider Instagram as a good way to promote?
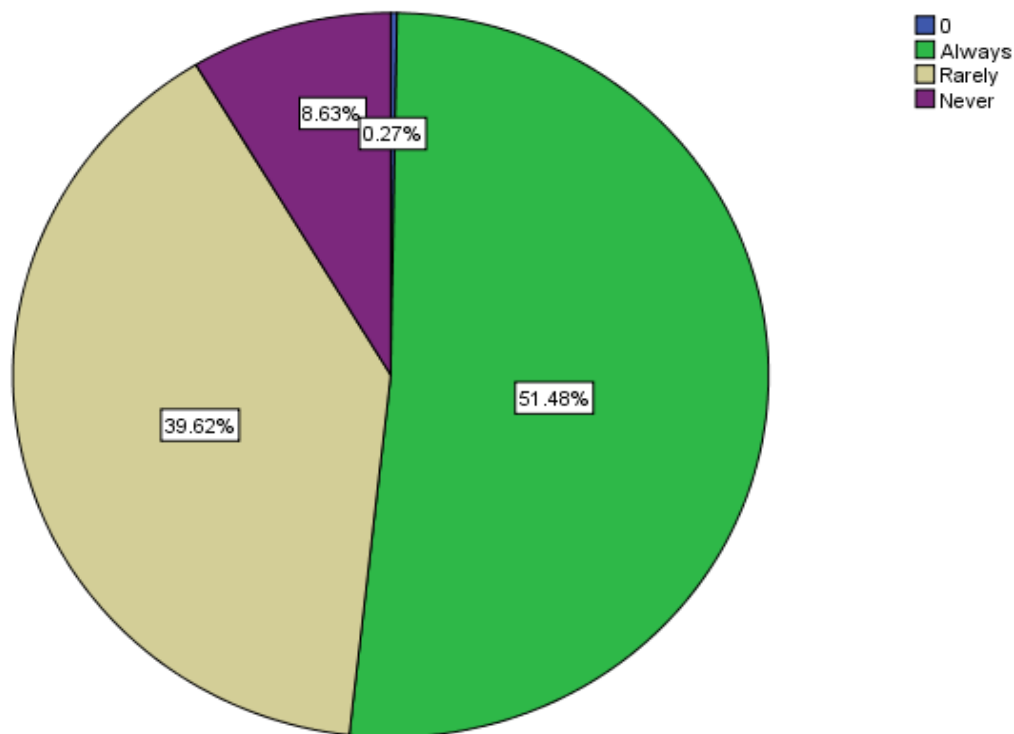
Graph 15. Summarized results for question: Do you consider Instagram as a good way to entertain?

On the other hand, when participants were asked if they consider Instagram as a good way to share, promote or entertain, 50.40 % always see Instagram as a good way to share in compare to 3.13 % who never see Instagram as a good way to share (Graph 12); same number of participants in this survey(42.05 %) always and rarely see Instagram as a good way to promote, and 15.63% never see Instagram as a good way to promote (Graph 14);more than half of the participants (51.48 %) always see Instagram as a good way to entertain, compared to 39.62 % that rarely see Instagram as a good way to entertain and 8. 63 that never see Instagram as a good way to entertain (Graph 15).

Senior high school students in Prizren see Instagram as a good way to connect with others. Also, they consider Instagram as a good way to share, promote and entertain. Only a small number of them answered that they never see Instagram as a good way to connect, share promote or entertain.

CONCLUSION

Since 2011, Instagram has become the second most used Social Networking site after Facebook. Because of its easy access and manage each day people are shifting their favorite social networking site to Instagram. Through different new invented features like: Commenting, liking, sharing photos, videos, stories, tagging etc. Instagram drastically increased its influence on people.

It became a perfect place for people to increase awareness for different issues not only by posting but also by using different hashtags which increase the popularity of the issues but as well as Instagram became a perfect place to share and spread censured things. People easily share pornography, illegal drugs, and use it as a site for negative comments to harm the others. Also, many people consider Instagram as an unsafe site where even though our profiles are private still different algorithms collect our information and sell to the third party.

Based on the results fo this survey senior high school students in Prizren see Instagram as a good platform to share and open up themselves by posting different photos, have social interactions and follow their favorite celebrities. That is why majority of them 86.79% said that they have at least one account on Instagram accessing it more than one hour per day.

A large number of senior high school students in Prizren have around 101 to 300 followers and following people. They consider these numbers as suitable circle of people they know on their everyday life and important to mention that they always tag them when they are part of their shared photos.

The main reasons why the participants share their photos with their followers is to share and tell, as well as connect with other people without caring if it is as stranger or a friend. A small number of them post on their Instagram profile with the purpose to gain any recognition or promote anything. Majority of the photos shared from the participants are photos of themselves or their friends. Important to mention were the answers that participants not only post normal photos of themselves or friends but they post nudes and drug pictures too. Same as in other social networking sites, posting nudes and drug pictures is censured by Instagram too, but the users don't obey to this rule. As mentioned before in this paper there are many Instagram accounts that post pornography and contribute to nudity and drug exposer spread, so it can concluded that even senior high school students in Prizren don't obey the rules of Instagram as well as the whole media world and post drugs and nude pictures. This can also come as a result of the small percentage of students that read the terms and conditions policy of Instagram. Based on the results less than half of the participants 40.97% read and the terms and conditions policy of Instagram when they signed up.

Generally senior high school students in Prizren use 0 to three hashtags(#) when they share their photos. This small numbers of hashtags used by them leads us to the question that the participants either don't know the value of hashtags on Instagram or don't like to have a bigger exposer.

Same as hundred people around the world, senior high school students in Prizren see Instagram as a good way to connect with others. Also, they consider Instagram as a good way to share, promote and entertain. Only a small number of them answered that they never see Instagram as a good way to connect, share promote or entertain.

So as a sum up it can be said that based on each percentage of this survey the Instagram involves a large audience accessing it frequently. It has become the one of the most easily accessed and used site that is connecting them with each other and helping them fulfil their basic social needs.

But despite the favor that Instagram is doing to senior high school students in Prizren, Instagram is also giving them a hand to contribute to pornography and drug exposer.

In this case these results should be considered as a clear proof that since a big number of senior high school students have entered the online world of Instagram they should increase their information about what they should post, share and how their information will be used by Instagram or other third party.

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"Investing in Youth for a Sustainable Future"

Stream: **Engineering**

THE ROLE OF THE YOUTH FOR A SUSTAINABLE CITY CASE STUDY: POLIS UNIVERSITY IN TIRANA

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ABSTRACT

The sustainable city is a concept which has gained a huge attention from urban planners, architects and environmental engineers. A sustainable city is a city that blends environmental protection and its resources with social and economic benefits. The design of a sustainable city takes into account the needs for an efficient and rational use of natural resources, application of the latest technologies for less pollution, traffic management etc. The main aim of a sustainable city is to create a city for the existing population, without compromising the ability of future generation to experience the same and also to create an ideal urban environment is to maintain the balance between sectors and activities that are being developed. These cities provide the best possible living conditions and guarantees citizens' rights. It responds to the needs of different categories, according to their activity, work, study, culture, entertainment, etc.

About half of the people in the world live in densely populated cities or urban areas, attracted there for better jobs and a better life. Cities provide jobs, food, housing, a better life, entertainment, and freedom from religious, racial and political conflicts in village life. People are driven to cities by poverty, no land, falling work, hunger etc. Urban centers have to balance modern development with the preservation of cultural heritage. Develop an efficient, formal and informal urban private sector that reduces poverty by creating jobs and helping economic growth, especially for young people. This article focuses on the role of youth in creating a sustainable city, and especially Polis University students who, having received the necessary education and training, have participated in various workshops for the establishment of Tirana as a sustainable city. Polis University students have given their contribution to various projects at the local level, showing their perception of a sustainable city. The main objective of this article is to highlight these perceptions as well as to provide the appropriate recommendations for increasing young people's participation in important city-related issues. The theoretical framework includes the quantitative and qualitative methods. It involves an evaluation of projects where students have contributed using their knowledge and the study of relevant scientific literature with a view to scientific description of the need to involve the youth in achieving sustainability. Based on the study conducted this article aims to present the necessary recommendations for involving as many young people as possible in planning, regulation, urban retraining, enhancement of the green areas of the city in order to transform Tirana into a sustainable city and increase the quality of life.

Keywords: environment, quality of life, sustainable city, urban development, youth

INTRODUCTION

Sustainability and sustainable development are global concepts which have been introduced since 1987 in the Brundtland report "Our Common Future" by the World Commission on Environment and Development (WCED). Sustainable development was defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (United Nations General Assembly, 1987, p.43) According to United Nations General Assembly 1987, "the sustainable development provides a framework for the integration of environment policies and development strategies"

Throughout the years, many different projects have been undertaken with the aim of achieving sustainability and sustainable development. Another concept on the family of sustainable development is the "Sustainable City ". The sustainable city is a concept which has gained a huge attention from urban planners, architects and environmental engineers. A sustainable city is a city that blends environmental protection and its resources with social and economic benefits. The design of a sustainable city takes into account the needs for an efficient and rational use of natural resources, application of the latest technologies for less pollution, traffic management etc. The main aim of a sustainable city is to create a city for the existing population, without compromising the ability of future generation to experience the same and also to create an ideal urban environment is to maintain the balance between sectors and activities that are being developed. These cities provide the best possible living conditions and guarantees citizens' rights. It responds to the needs of different categories, according to their activity, work, study, culture, entertainment, etc.

About half of the people in the world live in densely populated cities or urban areas, attracted there for better jobs and a better life. One in every four people is presently living in a town or city. (The United Nations Conference on Human Settlements UNCHS, 1996). According to Satterthwaite and UNCHS, 1996, big cities (megacities) will be growing by 1 million people each week, this means that by the year 2025 cities will need to accommodate 4 billion people and many of them are children.

Cities provide jobs, food, housing, a better life, entertainment, and freedom from religious, racial and political conflicts in village life. People are driven to cities by poverty, no land, falling work, hunger etc. Urban centers have to balance modern development with the preservation of cultural heritage. Develop an efficient, formal and informal urban private sector that reduces poverty by creating jobs and helping economic growth, especially for young people.

Tirana as a sustainable city

Tirana is the capital of Albania or otherwise known as "Heart of Albania", is located in the center and is the city with the largest population. The location of this city enables the connection to the most important nodes of the economy. Its strategic position, about 17km away from Mother Teresa airport (the only one in Albania), and 40km away from the largest port of Albania (the Port of Durres), makes this city the most important. Not only from the economic, but also the political and educational point of view, Tirana remains the only center of Albania. It is the city that has gathered the most important state institutions, the best schools and the city with more businesses all over Albania. It is the city that intertwines old with modern and modern or north and south.

1. METHODOLOGY

The study focuses on identifying the main projects with positive impact in community live, where the university and different actors combine to bring new projects for cities and neighborhoods (namely, potential spaces), using primary materials, discussions with the community, opportunities for transformations etc.

The assessment of the study covered various projects in which Polis University is include with the idea of realization of a good and sustainable space for the city. This study analyzes three cases where the impact has been greater, the work started from research of different project and the aim of them. After that we try to select them and to explain their impact in the city in relation with the concept of sustainable cities. So the study of the cases was the primary thing on this research and in the end it will conclude with some conclusions about the positive impact of projects.

2. RESULTS AND DISCUSSION

2.1 Project 1

Related with the different project the first one was the playground in Lapraka neighborhood in Tirana, where Polis University and Co-Plan worked together for the construction of a modest playground in a neighborhood in Laprake, where children, grown and older, can socialize and play their favorite games. A very good opportunity for the integration of residents in the neighborhood, and their socialization in common spaces.

In details, the project City for Citizens, Citizens for City encourages active European citizenship, through local level forms of civic engagement. The project, which is funded by the European Union under the Europe for Citizens program (Action 1), is being implemented simultaneously in Albania, Slovakia, Romania, and Czech Republic.

The objectives of the project City for citizens, citizens for city are as follows:

1). Promoting volunteering on local level, increasing awareness on volunteering as one of the forms of civic engagement and its benefits for whole society, demonstrate municipalities how to encourage volunteering
2). Encouraging active European citizenship and identity
3). Collecting and promoting the examples of best practice of cooperation between the municipalities, civil society organizations and citizens reflecting European democratic values such as common good, rule of law and openness with a special focus to use of new information and communication technologies as tools for enabling and encouraging civic participation.

Co-PLAN, as the implementing partner in Albania in collaboration with the Municipal Unit no. 11, worked on the identification, conceptualization and concrete realization of an urban intervention in a Lapraka Neighborhood. The community's reported lack of public space for them and children to socialize and engage in outdoor activities, was materialized into a project which was implemented together with the community, mainly relying on recyclable materials. During 2014, Co-PLAN participated in the final conference of the City for Citizen – Citizen for City project, and presented the intervention performed in Tirana. It also summarized the methodology, and main lessons learnt into an article, also part of the project publication (Co-Plan 2013).

In this project one part of Polis University staff was responsible for the realization and implementation of it.

2.2 Project 2
Urban Pockets in Tirana's Neighborhoods

This initiative comes in the frame of the „Urban Activisms for Civic Democracy", implemented by Co-PLAN in cooperation with the Municipality of Tirana and POLIS University, supported by the US Embassy in Tirana, Deutche Zentrum, and the Balkan Art Angle. The project tackles the need for the community to assume its role and responsibility in city-making processes through increased participation in the processes that identify, raise, and address issues of collective concern. The focus of this project were greening of the areas, and an improved organization/division of the public space, through urban activisms and the contribution of the citizens themselves.

Fig. 2 / Community meeting and realization

Fig. 3 / Comparisons moments

The complete intervention, makes for a very good example of participatory planning as well as that of the active participation of citizens in decision-making. The project, which was implemented in two stages, addresses problems identified by the community itself, in a way that was developed and agreed jointly.

Such interventions are particularly important at times when public space has been affected by the great pressure and need to develop. Due to such reasons, they are often left unused, unattended, and are often treated as transitory spaces belonging to nobody. With some good will, and commitment we can transform these spaces into the most popular and frequented places in our neighborhoods.

2.3 Project 3
Bus Station

Polis University students as well as experts from MetroPolis have become part of the project for the construction of a bus station with recyclable materials. Students have managed to collect about 1,500 used plastic bottles and have turned them into a station that is used by all travelers. This project was implemented by the beginning of 2016. For the construction of the station, not only the bottles and corcs have been used, but the filling of the bottoms with plaster is used to create the basement of the station. Such projects have great environmental significance as they not only disseminate awareness messages, but also help to protect the environment and create a sustainable environment for the current generation and for future generations.
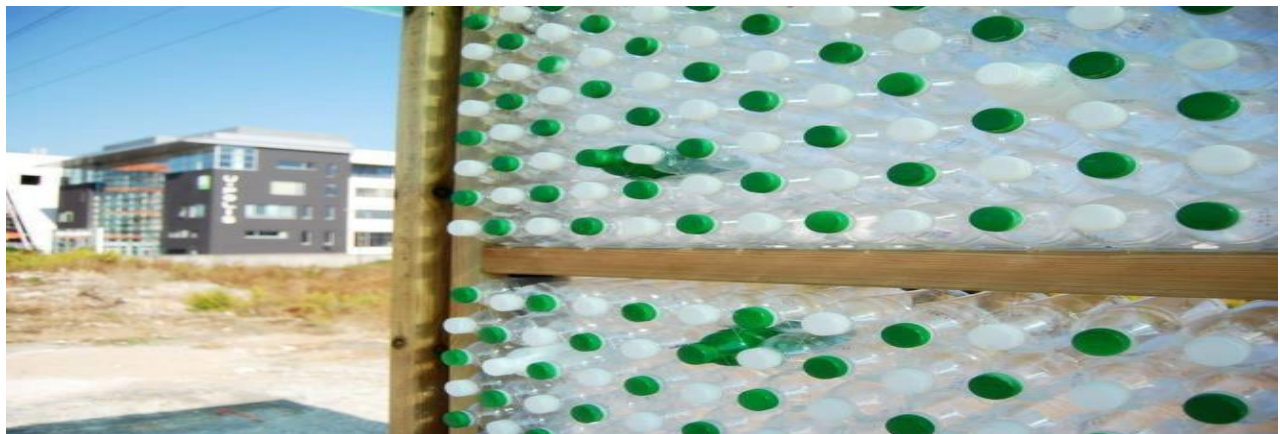
Fig. 4 / The Bus Station

CONCLUSIONS AND RECOMMENDATION

In the end, this the study can conclude that the concept of sustainability can be seen in different point of views, which means that in this project with participation of the public/residents, university and organization, the meaning of livable cities and sustainable cities is closer with the realization.

The sustainable development provides a framework for the integration of environment policies and development strategies. The sustainable city is a concept which has gained a huge attention from urban planners, architects and environmental engineers. A sustainable city is a city that blends environmental protection and its resources with social and economic benefits.

The main aim of a sustainable city is to create a city for the existing population, without compromising the ability of future generation to experience the same and also to create an ideal urban environment is to maintain the balance between sectors and activities that are being developed.

Cities provide jobs, food, housing, a better life, entertainment, and freedom from religious, racial and political conflicts in village life.

The project had the same focus. Initially, the aim of the first project was to express a very good opportunity for the integration of residents in the neighborhood, and their socialization in common spaces, promoting volunteering on local level, increasing awareness on volunteering as one of the forms of civic engagement and its benefits for whole society, demonstrate municipalities how to encourage volunteering, encouraging active European citizenship and identity, collecting and promoting the examples of best practice of cooperation between the municipalities.

While, the focus of second project were greening of the areas, and an improved organization/division of the public space, through urban activisms and the contribution of the citizens themselves. On the last project the aim was to protect the environment through recycling and the spread of sensitizing messages in order to create a sustainable environment and increase the quality of life.

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AN EARTHQUAKE ACTION OF OIL-GAS EQUIPMENT

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ABSTRACT

The Oil and Gas Complex, which plays a major role in the modern economy of Azerbaijan and the world as a whole. In Azerbaijan, the fuel and energy complex provides the bulk of GDP production, industrial production and budget, exports and foreign exchange earnings. The complex employs more than 50 thousand people, Who live and health depends on the reliability of industrial and professional safety. Natural and technogenic accidents have a maximum in the oil and gas sector, but also in other areas. Therefore, research and the more so the forecast of such phenomena is extremely important not only for the economy. Emergency events should be considered as a major negative ecological and social phenomenon. The accumulated experience in the field of occupational safety can be successfully applied in the liquidation of the consequences of many natural emergencies. This approach is justified and used in Japan. It would seem that, with a huge frequency of seismic events, and the scale of the consequences. Nevertheless, given the high degree of preparedness of the population for natural disasters, these losses are minimal not only for the population, but also for the techno sphere. Azerbaijan is a strategically important country for Europe, the Caucasus and other regions, and I believe that this influence will grow only through innovative plans to expand the pipelines in the region. Conclusions - During observations of oil and gas companies, we are convinced of the importance of introducing innovations. The oil and gas industry is the sector where the process of innovation has a huge impact on the national economy. In 2013, BP General Director Bob Dudley, speaking, formulated the essence of the question: "Although intelligent technologies are very important, even more, a significant role is played by clever specialists. It is necessary to ensure the competitiveness of the oil and gas industry, to increase production efficiency, to create new highly technical companies, to accelerate innovative transformations in the oil sector by creating and introducing new machinery and technology at all stages of the production process: geological prospecting, extraction, processing of raw materials, transportation of the final product to consumers. Strategies for the innovative development of the oil and gas complex should be formulated on the basis of such a mechanism that would ensure sustainable development, as well as safety against natural disasters, earthquakes, and the whole complex for the long term, the diversification of the entire complex production and solving environmental and social problems of the region.

Keywords: Azerbaijan, oil and gas industry, earthquakes, environmental, innovative

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INTRODUCTION

The petroleum industry in Azerbaijan produces about 873,260 barrels (138,837 m3) of oil per day and 29 billion cubic meters of gas per year as of 2013. Azerbaijan is one of the birthplaces of the oil industry. Its history is linked to the fortunes of petroleum. It is poised to become an important oil and gas producer once again.

The complex employs about a million workers, whose life and health depends on the reliability of industrial and professional security.

Natural and techno genic accidents have the maximum development not only in the oil and gas sector, but, as investigations have shown, they can arise on such super-reliable facilities as high-pressure hydroelectric power stations. Emergency events should be considered as a major negative ecological and social phenomenon.

The accumulated experience in the field of occupational safety can be successfully applied in the aftermath of many natural disasters, which allows hoping for a reduction in damage from natural disasters. This approach is justified and widely used in Japan. It would seem that with an enormous frequency of seismic events and the scale of the consequences that arise, the ES should lead to huge human and material losses. Nevertheless, given the high degree of preparedness of the population for natural disasters, these losses are minimal not only for the population, but also for the technosphere.

Great human losses, often arising from elementary ignorance of people about the dangers of natural, and technogenic genesis. These losses are difficult to assess and, consequently, compensations from insurance companies, enterprises and the state. In many ways, unwillingness and inability to identify the causes, underestimation of natural and man-made risks in everyday life and at work lead to enormous losses.

A comprehensive analysis of the technological processes of well construction, development and operation of oil fields, organization of works on OS protection showed that the determining factors that reduce the effectiveness of environmental innovations are:

- Inadequate efficiency of environmental solutions in oilfield development and development projects, well construction and repair, integrated programs for enhanced oil recovery and intensification of development;

- poor-quality implementation of existing design solutions due to poor equipment of high operational reliability, control equipment and low control system efficiency;

- Inadequate level of environmental training for the management of extractive industries, as well as workers in all technological sections of the chain "well - main oil pipeline".

The listed list of environmental problems of oil producing enterprises is not exhaustive, but it provides the necessary level of planning and implementation of environmental measures for the whole life cycle of development of deposits. The ways of identifying and solving the main problems posed are revealed in the following sections of the proposed publication.

Cause	% of total
Intervention of 3 parties	49,6
Defects of building material	16,5
Corrosion	15,4
Earth Moving	7,3
Random Hot Taps	4,6
Other unknown	6,7

1. MEASURES TO PREVENT AND REDUCE THE IMPACT OF EMERGENCIES

Prevention of most dangerous natural phenomena is associated with great difficulties due to the incompatibility of their power with the capabilities of people (earthquakes, hurricanes, tornadoes, etc.). Nevertheless, there are a number of dangerous natural phenomena and processes, the negative development of which can be prevented by purposeful activity of people. These include measures to prevent hail, preventive descent of avalanches, early triggering of mudflow lakes and lakes, formed as a result of blockages of riverbeds of mountain rivers, as well as other cases.

Measures to prevent emergencies of biological and social nature may include localization and suppression of natural foci of infection, vaccination of the population and agricultural animals, and others.

One of the ways to reduce the scale of emergencies is the construction and use of protective structures for various purposes. These include hydro-technical protective structures that protect water bodies and waterways from the spread of radiation and chemical pollution, as well as structures that protect the land and hydrosphere from other surface contamination. Hydraulic structures (dams, sluices, embankments, dams) are also used for flood protection. These measures include shore protection. To reduce damage from landslides, mudflows, landslides, talus, avalanches, protective engineering structures are used on communications and in settlements in the mountainous area.

Another direction of reducing the scale of emergencies are measures to improve the physical resistance of the facilities to the impact of damaging factors in accidents, natural and man-made disasters.

These areas of preventive measures can be combined into one area of activity - engineering protection of territories and populated areas from the damaging effects of natural disasters, accidents, natural and man-made disasters.

An important area of preventive measures that contribute to the reduction of the scale of emergencies is the creation and use of timely warning systems for the population, facility personnel and management bodies, which allows taking timely necessary measures to protect the population and thereby reduce losses.

Organizational measures that reduce the scale of emergencies can include: labor protection and compliance with safety regulations, maintaining shelter and shelter readiness, sanitary and epidemiological and veterinary anti-epizootic measures, early resettlement or evacuation of people from adverse and potentially hazardous areas, training of the population, maintenance in readiness of control bodies and forces of liquidation of emergency situations.

Specific measures to prevent emergencies are implemented during the preparation of economic facilities and life support systems for the population in emergency situations. This training is carried out by carrying out the above-mentioned separate activities, implementing the above plans and targeted programs, and targeting the facilities and sectors of the economy.

2. TYPES OF ZONING OF TERRITORIES ACCORDING TO THE TYPES OF DEVELOPMENT OF UNDESIRABLE NATURAL AND TECHNO GENIC PHENOMENA

With a view to a differentiated approach to the planning of preventive measures, zoning of the territory of the country, regions, cities and settlements according to the criteria of natural and man- made risks is carried out.

- **The zone of possible dangerous earthquake** is the territory within which the intensity of seismic impact will be 7 or more points.
- **The zone of probable flooding** is the territory within which it is possible or predicted to cover it with water as a result of a natural disaster or damage or destruction of hydraulic structures.
- **The zone of probable catastrophic flooding** is a zone of probable flooding, in which people, agricultural animals and plants are expected or likely to die, damage or destruction of property, especially buildings and structures, as well as damage to the environment.
- **Thezoneofpossibledangerousgeologicalphenomena**istheterritorywithinwhich

dangerous geological phenomena are possible or forecast, which can lead to a threat to life and health of people, damage to the economy.

- **The zone of possible radioactive contamination** is a territory or water area where the surface of the earth, buildings, structures, atmosphere, water, or food, food raw materials, feeds and various items can be contaminated with radioactive substances in quantities that exceed the established lower criterial dose of population doses.
- **The zone of possible chemical contamination** is the area within which, as a result of damage or destruction of containers with chemically dangerous substances, it is possible to spread these substances in concentrations or quantities that threaten people, farm animals and plants for a certain time.
- **The border zone** is a territory adjoining, within which, during the initial period of a military conflict, the massive use of conventional weapons and chemical warfare agents is most likely.
- **The zone of light masking** is the territory located between the state border and the frontier of reach in the initial period of the military conflict by the tactical and deck aviation of the probable enemy.
- **The zone of possible destruction** is the territory of cities, other populated areas and economic objects, where there may be an excess pressure in the front of an air shockwave equal to 30 kPa (kilopascal).
- **The zone of possible formation of blockages** is a part of the territory of the zone of possible destruction, including the areas of the location of buildings and structures with the adjacent area, on which the formation of blockages is possible, collapse of the structures of these buildings and structures.
- **The countryside zone** is a territory located outside the zones of possible destruction, possible radioactive contamination, possible chemical contamination, probable catastrophic flooding and prepared to accommodate the evacuated population.

Perhaps a partial or complete overlap of two or more zones of possible danger. In such a territory, preventive measures are taken from all types of danger corresponding to the imposed zones.

Untimely liquidation of slurry barns is the second most important factor of pollution and land disturbance.

It is possible to continue the sad list of the consequences of oil production, transportation and storage of oil and oil products in the industry, but they are made up of the results of local impacts of mining companies whose environmental problems can be grouped in the following areas.

During the investigation of the majority of accidents, violations of the norms and rules for the operation of a particular OGC facility appear, regardless of the degree of wear and the human factor. At the same time, the connection between accidents and shortcomings of the corporate management system is rarely tracked. We are talking, first of all, about preventive repairs, more precisely their timely organization, or the replacement of equipment that has served its terms.

The problem is also that the probability of an accident can reach a range of acceptable risk, and the amount of damage is estimated at millions or even billions of dollars. At the same time, there are also possible inverse relationships between the probability of occurrence of accidents and the magnitude of the damage caused.

Separately, we should focus on the human factor. In production, this is due to the fact that low qualification of working personnel leads to low-quality service, and the service is entrusted to ordinary companies, and not to manufacturing companies. The consequence of this is a violation of technological regulations, unauthorized access of random people, a reduction in the timing of repair of technical equipment and materials in place of the worn out. Ultimately, the human factor is responsible for 70-80% of man-made accidents.

Modern technologies of operation of technical systems basically contain very simple principles. This is to ensure predictable manageable reliability and transparency of the entire production complex by identifying possible risks. Risk calculations begin at the pre-project stage, and include their adjustment throughout the entire life cycle of the enterprise until the facility is liquidated. The construction of a risk management system should be carried out together with the development of other corporate management systems.

At the same time, a system of environmental and economic performance criteria should be developed for the possibility of identifying the consequences of an accident.

Equally important for ensuring the environmental safety of equipment is the availability of diagnostic systems. It is no secret that when purchasing equipment, including imported equipment (for example, oil pumping stations), they are not allocated for retrofitting their diagnostic systems, and independent use of inadequate equipment does not allow for an objective diagnosis.

In the practice of Western companies, technological maps are widely used, which include a sequence of operations with each service cycle. These cards include the frequency of operations, the consumption of materials, their quality, standards, personnel, etc. Depending on these cards, repair planning is carried out, and information systems control their implementation.

The main types of accidents occurring in OGC include:

in the oil industry:
- mechanical damage to equipment, structures, structures;
- oil spills;
- explosions, fires;

in gas transmission facilities:
- sudden depressurization;
- explosion without ignition;
- explosion with fire;
- fire without explosion;

in oil refineries:
- fire;
- explosion and fire;
- chemical contamination;

The level of accidents in OGC is growing all over the world. In recent years, 2050 accidents have occurred in this industry, which are more typical for oil refining.

Experts identify three main reasons for the increase in accidents at work:

- natural (wear, aging equipment, etc.);
- The human factor (negligence, criminal intent);
- natural (natural disasters, weather phenomena).

In the practice of calculating environmental risks, only the probability of a possible event is preferred, without calculating the economic estimate or damage from the event. This procedure is one-sided and unacceptable for all types of insurance. It is from the positions of payment of insurance risks that insurance obligations are formed for payments by companies. This practice in the activities of Western companies has developed long ago and is justified economically.

CONCLUSIONS AND FUTURE

Companies will need to examine the role that digital technologies can play in improving their performance. New applications will certainly be developed to support back-office and shared functions, where rewards are modest, but technology adoption will also have to go well beyond these obvious implementations. Digitization should be a lever for innovation that improves productivity and efficiency in the field. For instance, robotics are likely to become more commonplace in the industry, handling complex and repetitive tasks such as connecting pipes and replacing broken machinery, which in turn will reduce labor requirements.

In some cases, technology will be acquired through partnerships. GE has announced an array of

agreements with large and small oil companies to implement digital devices, databases, and sensors that could predict equipment breakdowns before they occur and expand exploration and production efficiency in deep sea and offshore oil platforms. The safety of production facilities depends on timely measures taken to reduce the likelihood of accidents, both at the design, construction and testing stages of new facilities, and during operation, maintenance, diagnosis and repair. However, in order to achieve a high level of security, not only technical measures, such as diagnosing, repairing, replacing worn out equipment, are needed, but also the organization of permanent work on training the personnel of the companies and contractors themselves.

Determination of probabilities and risk measures without taking into account environmental damage by types of accidents.

Type of accident	Probability,%	Risk measure	Expected damage
Accidents	0,1200	13,6000	0,0163
Accidents with a gushing	0,8000	18,8719	0,1510
Accidents with long gushing and destruction of the above ground emergency well equipment	0,0004	26,8719	0,0001
Accidents with long gushing and destruction of the above ground emergency equipment adjacent to emergency walls	0,0004	34,8719	0,0001
Total	0,9208		0,1675

The industry's future

We are acutely aware that oil and gas executives have their hands full during this upheaval, and that there may be more pain to come. But the industry has proven over time its ability to innovate and to reinvent itself. Despite a tough two years, the sector has successfully brought costs down in order to operate in an environment of radically lower oil prices. With the right actions, a more flexible and robust sector can emerge, one that is prepared to get the most value out of existing and yet-to-be-discovered fossil fuel reserves while making an orderly transition to a lower-carbon world. In other words, the industry's future lies on the optimistic side of Cast Away's mixed message.

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JAPAS: A NET TRAP FOR ESTUARY LITTER PROBLEMS IN MARUNDA, JAKARTA

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ABSTRACT

Jakarta is one of the most populated city in Indonesia crossed by 14 rivers and has 32 km of beach line. Activities that occur in this metropolitan city generate waste of 6000-7,500 tons per day. The waste will end up in the estuary area and it crossed the society's settlement. Given the Marunda region is classified as a river estuary area, the litter is the thing that must be handled well because the litters are accumulated by the increasing of citizens of Jakarta. So, we should find the solution. The purposes of this research are to learn about Marunda estuary's litter condition, identify how Marunda's people handling their own litter, and find the solution. After the research, *Jaring Pemberantas Sampah* or the Net Trap (JAPAS) can be a solution because: 1) Friendly to thr environment because the net made from hard material so the fish couldn't catch in gilled condition. 2) Efficiencies' requirements are fulfilled. 3) And do not use much installation cost. 4) Suitable for Marunda conditions because the device is designed to be operated in accordance with the channel and river conditions. It can be concluded that litter is a big problem and JAPAS should be immediately implemented because JAPAS can change the amount of waste in the Coastal area.

Keywords: Estuary litters, Marunda Region, Net Trap

INTRODUCTION

1. BACKGROUND

Along with the rate of population growth, economy and development of a city, Litter mass will increase. If the litter is not managed properly, the quality of the urban environment becomes worse. Community indifference to the waste management problems will worsen the quality of the environment so that discomfort arises in life, decreases in the quality of public health and etc. In general, litter will become a burden on the earth, meaning that there will be risks that will arise (Hadi, 2005).

Simply the litter or waste can be interpreted as something that cannot be functioned properly. Waste can be solid waste, semi-solid waste or liquid which is a by-product from urban activities or the cycle of human, animal and plant life (Kodoati, 2003). Solid Waste Management Act No.18 of 2008 defines waste as the rest of human daily activities and / or solid natural processes. Waste is an unwanted residual material after the end of a process. Waste is a human-made concept because in the natural process there is no waste but immovable products (Ministry of Environment, 2008).

See these conditions, handling the litter problems must be carried out effectively and efficiently so that maximum results can be achieved in accordance with the expectations of the society and the Government. Ideal waste handling includes a series of activities starting from collection, storage in containers, transfer, transport and temporary disposal until the final disposal. From the scope, seen that the transport of waste from the source to the final disposal site is very important in reducing waste at a location.

Jakarta is the most populous city in Indonesia crossed by 14 rivers and has 32 km long beach. Jakarta's population in 2010 was 9.6 million and in 2020 it is estimated to be 10.6 million (www.bps.go.id, November 2016) . Activities that occur in this metropolitan city produce as much as 6,000-7,500 tons of waste per day (http://nationalgeographic.co.id; http://www.beritasatu.com). The phenomenon of increasing waste along with population increases this must happen in all cities in Indonesia. There are

also certain litter that ends in the coastal area because there is a river that crosses residential areas.

As a part of Jakarta, the coastal area of Marunda experiences environmental stress the effect of litter caused by an increase in the population of Jakarta. Settlement of a population of 14,421 people in the coastal area of Marunda covers an area of 791 Ha. Marunda's coastal area is still used by fishermen as a place to land fish caught. The existence of fisher villages is very vulnerable to river water pollution if a part of the existing community throws their litter directly into the river. Considering Marunda area is classified as a river estuary area then litter is an important problem that must be handled properly. Based on that, we tried to find a solution to overcome it, namely the waste eradication net that we call JAPAS (Net Trap).

2. FORMULATION OF THE PROBLEM

In completing this paper, the problem raised is litter scattered in the waters (both river and coastal). Therefore, there are 3 things that need to be known in handling the litter problem :
1. Environmental conditions and litter management methods currently applied in the Marunda coastal area.
2. JAPAS design concept that is effective and applicable.
3. Application of JAPAS to deal with the problem of litter in the coastal area of Marunda

2.1 Purposes

The purposes of this paper are :
1. Study the condition of litter in the coastal area of Marunda.
2. Identify the way the Marunda community handles litter in the Marunda coastal area.
3. Find a solution to overcome the litter problems in the Marunda coastal area

2.2 Expected outcomes

This paper is expected to benefit various parties especially in the form of knowledge about solutions for handling waste in urban coastal areas. For Marunda people and DKI Jakarta Government, This paper is expected to provide inspiration about simple innovative technology in dealing with litter in rivers that overtake Jakarta and coastal areas that are victims of the litter stream.

3. LITERATURE REVIEW

3.1 Litter

3.1.1 The Meaning of Litter

Based on World Health Organization (WHO), litter is something that is not used, not used, not liked or something that is thrown away from human activities and does not happen by itself (Chandra, 2006). Meanwhile, according to the Waste Management Act Number 18 of 2008, litter is the rest thing from human activities and/or from natural process and its form solid It appears that WHO defines waste as everything that is not expected in every forms, but the act defines more specifically, that is solid. In this paper, the definition of solid waste is a major concern.

3.1.2 Source of Litter

Based on its location or source, litter can be divided into 6 groups, namely: (1) Litter coming from settlements (domestic wastes), (2) Litter coming from public places, (3) Litter coming from offices, (4) Litter coming from the highway, (5) Industrial wastes, and (6) waste from agriculture. In fact, this grouping is very dependent on ability to recognize or identify locations where the litter comes from so

the number of these groups actually can be even more.

3.1.3 Type of litter material

Based on the type of material, Notoatmodjo (2003) offers several litter groups. Based on the type of chemical substances, there is organic waste and inorganic waste. Organic waste is waste that contains ingredients produced from life processes (living things, both plants and animals). This organic waste will usually be easily broken down by micro organisms so it is also called biodegaradble waste. Inorganic waste is waste that contains man-made chemicals or natural not from the life process. Based on its ability to fire, there is litter that can be easily burned and litter is not burned. Examples of flammable waste are paper, rubber, wood, plastic, and used cloth. Examples of non-flammable are used cans, scrap metal / scrap metal, and glass. The most serious type of litter currently is plastic because it hard to be destroyed. Nowadays, plastics are increasingly being used, ranging from simple (such as plastic bags, food and beverage packaging) to the most sophisticated (such as materials that have hardness or metal equivalent strength, heat resistance and so on).

3.1.4 Waste Composition

Various human activities produce various kinds of litter, but city communities generally have the same pattern in terms of the composition of waste produced. Achmadi (2004) wrote that composition reaches various cities generally dominated by waste from the yard and kitchen (37%), made from paper and cardboard (35%), the rest are metal (7%), glass (5%), wood (3%), plastic, rubber and leather (3%, combined), and others (6%).
 The composition of waste materials needs to be known to sort out the waste to be handled and also the determination or selection of equipment or facilities needed for waste management.

3.1.5 Coastal and Estuary Rivers

The coast is a unique area, because in the context of a landscape, the coastal area is a place where land and sea meet (Kay and Alder, 1999). Whereas river estuaries are semi-closed waters that are free from the sea, so that sea water with high salinity can mix with fresh water (Pickard, 1967).
Based on Bengen (2004), the combination of the influence of sea water and fresh water will produce a distinctive community, with very varied environmental conditions. Muara is a place where river flows meet with tidal currents, which are opposite causing a strong influence on sedimentation, mixing of water, and other physical characteristics, as well as having a large influence on the biota. In the estuary there is a mixing of the two types of water resulting in a special environmental physics that is not the same as the nature of the river water and the nature of sea water. Changes that occur in estuaries due to tides force the biota community to make physiological adjustments to the surrounding environment.
From a socio-economic perspective, Estuary are usually used as locations for various interests, starting from the settlement, place for fishing and cultivation of fish resources, transportation routes, ports and industrial areas (Bengen, 2004). Various activities that intend to utilize the potential contained in coastal areas, often overlapping and contradictory so that human activities are not infrequently reducing or damaging existing potential. This degradation occurs because human activities affect the lives of organisms in coastal areas through changes in environmental conditions.
The existence of settlement and industrial development causes an increase in the amount of waste is one of them. Although the waste does not affect the main plants or animals that compose the coastal ecosystem above, but can affect other biota. Heavy metals, for example, may not affect mangrove life, but it is very dangerous for the life of the fish and shrimp (crustaceans) that live in the area (Bryan, 1976). Fish and large animals can accidentally swallow the litter. Excessive waste can contaminate fish habitats so that it physically blocks sunlight from penetrating water, reduce space that can be used by marine biota and so on.

4. RESEARCH METHOD

This paper was prepared through a series of activities in the form of field trips to the Marunda area (DKI Jakarta), literature studies, discussions, interviews related to waste issues. The data and information obtained were analyzed and the results were synthesized to make a solution to the problem of solid waste.

4.1 Research Site

The research activities were carried out at locations where the field visits (ie the Marunda coastal area, Marunda village, Cilincing sub-district, DKI Jakarta) and the place for discussion, analysis and synthesis (Darmaga Campus of IPB, Bogor).

4.2 Work steps

After studying literature, the author conducted the field to find out the condition of the waste problem in the location (in this case the Marunda coastal area) and an analysis of the data and information found.

The work steps of the field visit activities are:
a).   Identifying sources of waste in the Marunda coastal area
b).   Identify the types of waste that are there (biodegradable and non-biodegradable; household waste vs. industrial waste; human waste)
c).   Calculate the volume of waste produced by the community and tourists in the coastal area of Marunda.
d).   Look at how to handle litter in the coastal area of Merunda, either by the community, tourists, or the local government.

The next step is to analyze the data and field findings to formulate problems and solutions to waste problems in the coastal area of Marunda :
a).   formulate the problem to be handled. The area affected by waste (on land and at sea), number of perpetrators, time pattern of pollution.
b).   identify several things that can be used to improve the status of a problem.
c).   formulate the objectives of your activities in handling waste
d).   formulate the best and right way to overcome the problem of waste on the coast.

Next are: (1) designing a technology for handling coastal waste, (2) designing a system for handling coastal waste and (3) designing human resource needs and infrastructure to implement waste management systems.

4.3 Analysis

4.3.1 Source of waste in the coastal area of Marunda

The field visit in Marunda found 4 sources of waste on the Marunda coast. Based on these sources, there are four types of waste:

a).   Litter from the sea, which is litter carried by sea water. This litter can be seen stuck in between concrete abrasion prevention.

b).   Factory industrial waste and apartment construction.

c).   Household waste from residents living on the Marunda coast

d).   Waste from the activities of tourists visiting Marunda's coast

4.3.2 The types of litter in the Marunda coast

Based on these findings, the types of waste in Marunda can be distinguished based on the type of material
(Fig. 1). The type of waste most easily seen are plastic containers, food packaging and padding material (materials to fill the gap in the packaging space).
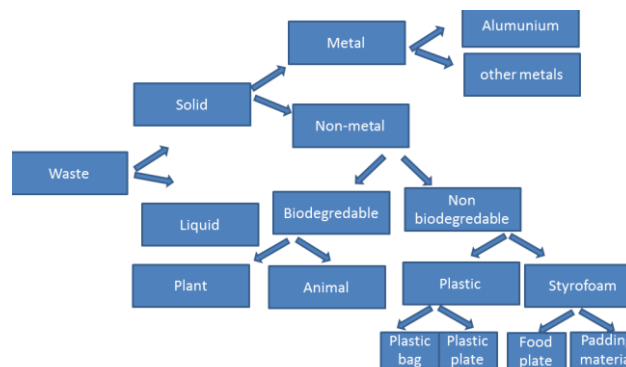
Figure 1. The types of litter found on the Marunda Coast

4.3.3 Factors for spreading litter in the Marunda Coast

There are 2 main factors that cause litter to spread on the Marunda coast are factors of human behavior and natural factors. The most prominent factor of human behavior can be seen from: (1) the habit of a number of community members who throw litter into the river or to the beach, (2) there is no handling of litter in temporary dumps (TPS) so that litter accumulates. Natural factors that cause waste in Marunda's coast can be predicted from : (1) rainwater flow that carries and removes waste from open land, yards, roads and so on into the drainage network, the road surface and into the river; (2) the ups and downs of sea water that causes waste to be carried and spread from and to the sea, polluting the beach; (3) wind that blows light waste so that it spreads and enters drainage networks, rivers and seas.

4.3.4 Waste Management in the coastal area of Marunda

The waste management system that is implemented in Marunda's coast is waste storage, litter collection, litter removal, litter collection, and storage in temporary disposal sites (TPS).

Litter collection is the first step that must be done if someone finds or has litter. Actual contamination must be carried out by every member of the community. The facilities needed are trash bins. On average, every house in the Marunda area has its own trash bin.

Litter collector is a handling activity that does not only collect waste from individual containers and or from communal containers (together) but also transports to temporary terminal locations, both with

direct and indirect transporters. For litter collection, there is no collector from home to TPS that helps transport waste.

Litter transportation is the stage of bringing waste from the transfer location or directly from the source of waste to a temporary disposal site. Temporary shelter from the results of individual storage. In Marunda area, there are temporary disposal sites (TPS) available in each RT. Then the TPS in RT will be brought by the Sanitary Agency to the place of centralized disposal.

4.4 Litter Indicator Formulation

In managing or handling waste, the manager needs to determine the indicators that will be used to measure the success of waste management. For this reason, the authors proposed 3 indicators of waste problems, namely the volume of waste, the generation of waste, and the distribution of waste

4.4.1 Litter volume

The volume of waste is a large size or amount of waste which can be expressed as volume by unit volume (liter or cubic meter) and by weight by unit weight. The estimated volume of this waste can be calculated by considering the population and the amount of waste produced per person per day. Determination of the number of waste samples to be taken can use formula:

$$P = Cd. \sqrt{Ps}$$

Description:
Ps = total population of $\leq$ 1000,000
Cd = koefsien
Cd = 1 when density is normal
Cd <1 when population density is rare
cd> 1 when densely populated population

Example:
Marunda's population is 14,421 people with normal density
Solution: $P = 1 \times \sqrt{14.421} = 120$ people
Every 1 house is assumed to consist of 5 people
Number of houses = 120: 5 = 24 houses

So, to determine the volume of waste in the Marunda Region is to randomly sample 24 houses.

4.4.2 Waste generation

Waste generation according to SNI 19-2454 in 2002 is the amount of waste arising from the community in units of volume and weight per capita per day, or expanding the building or extending the road. To predict waste generation, the following equation can be used :

$$Qn = Qt(1 + Cs)$$

With Cs = {1+ (Ci + Cp + Cqn): 3}: {1 + p}
Information :
Qn = waste generation in the coming year
Qt = waste generation in the initial year of calculation
Cs = city increase / growth P = Cd. SPs Qn = Qt (1 + Cs) 12
Ci = the rate of growth of the industrial sector
Cp = the growth rate of the agricultural sector Cqn = the rate of increase in per capita income
P = population growth rate

Example: Waste generation in Marunda area this year is 2.32 I / o / day the industrial sector growth rate is 9.37%, the rate of increase in per capita income is 3.49%, the growth rate of the agricultural sector is 0.82%, and the growth rate the population is 1.88%. Estimated waste next year :

$$Cs=[1+(9,37\%+0,82\%+3,49\%):3]:[1+1,88\%]= 1,03\%$$

$$Q_{(2017)} =2,32.(1+0,0103)= 2,34 \text{ I/o/hari}$$

The estimated waste generation next year in the Marunda Region is 2.34 liters / person / day.

4.4.3 Waste Distribution

Litter distribution is the placement of litter in several locations. The less spread of litter, then the environment will be better and more organized. In Marunda, litter is scattered in many points such as on the road, trash, the field, even the river area also includes the area of litter distribution. This is due to human factors that do not dispose of trash in the proper place and natural factors such as rain that can cause the waste to enter the drainage / river flow. Therefore, a solution is needed to reduce waste in the river area and the location where to place the so as not to spread and make the environment more organized.

4.5 Synthesis

The Marunda area is located on the coast and is the estuary of the Blencong river and Tiram river. Marunda, which was once declared a free public beach for visitors but now only visible litter comes from the waters. The Blencong River, which originates in Bekasi, is heavily polluted by factory waste and household waste. This is really worrying because the waste will flow into the Bay of Jakarta so a method is needed to prevent it.
The efforts of the DKI Jakarta Provincial Government continue to be made to improve this coastal area. One of them is by making neat flats. But waste management in this flats environment looks bad. Litter piled up in the TPS (temporary dumps) causes litter to be carried into the river area when floods occur. The worst thing is that there are still people who throw their litter into the river. Oleh therefore, proper waste management is needed immediately. One of them is the application of technology that can overcome waste in this coastal area.

4.5.1. Solution Criteria

Waste management in coastal areas can be focused on reducing the volume of waste and the large area of pollution. Remembering that rivers and canals are one of the trash entrances coming from upstream area so the waste in the river and canal must be controlled in the upstream canal area. The technology applied must meet the criteria of being environmentally friendly efficiently and in accordance with the coastal geographical conditions of Marunda. The technology offered for this problem is JAPAS *(Jaring Pemeberantas Sampah)* or Net Trap.

4.6. Solution: JAPAS

JAPAS in principle aims to collect litter that floats on the surface of the river and catching trash floating in the river. JAPAS consists of litter collection equipment in water, rigging and JAPAS control posts.
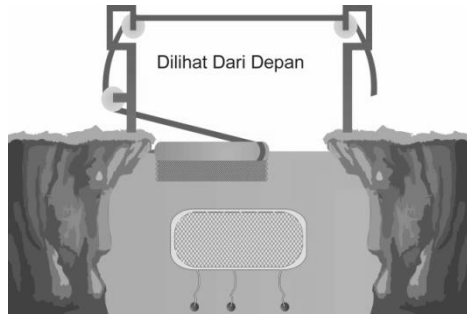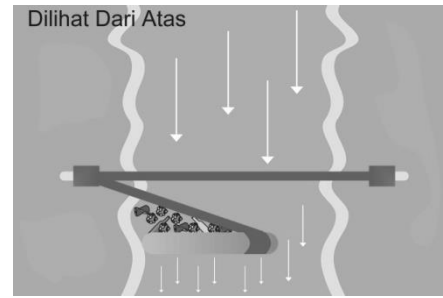
Figure 2. JAPAS's display from the front

Figure 3. JAPAS's display from above

The net functions to catch litter that is in the water or float. The net used is made from polyethylene, because the material is strong enough to hold the trash and the rigid webs minimize the likelihood of fish being trapped in the net.

While buoys in the japas have function to capture waste that drifts and is on the surface of the water or floating. The buoy used is made of Hypalon, because the material is resistant to extreme temperatures, such as heat, rain, strong against sea / salty water, oil, oil, etc., and is estimated to last for + 10 years.
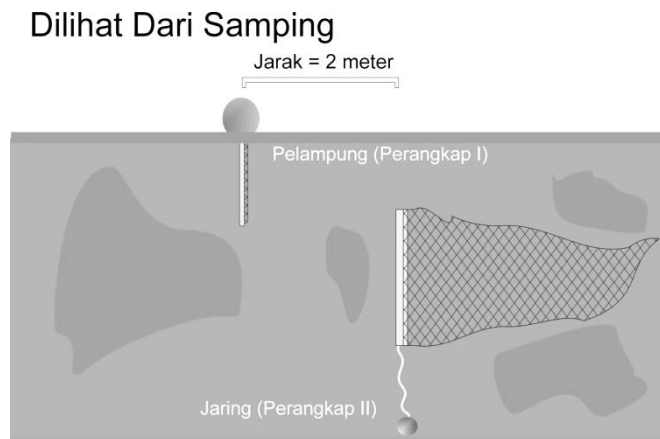
Figure 4. JAPAS's display from the side

The buoy with half net has function to catch floating trash or something that have smaller mass than water. Such as food packaging waste, plastic containers, etc. In the second net, it functions to catch floating waste or have the same mass as the water. Such as plastic bags filled with water, plastic bottles filled with water, and etc.

Figure 5. Buoy (Trap I)
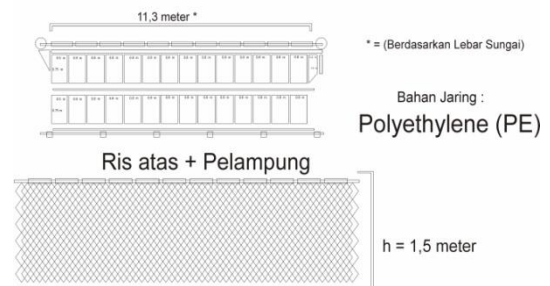
Figure 6. Net (Trap I)
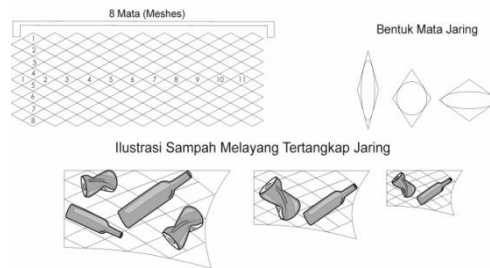
Figure 7. Net Underwater
(Trap II)

Environmentally friendly criteria are met using rigid net material that can prevent fish from being gilled, or fish caught in the gill cover. Efficient criteria can be met because this device is effective to catch floating waste and fishermen and not to use a lot of money when operating. Criteria suitable for Marunda conditions because this device is designed to be operated in accordance with the conditions of canals and rivers.

CONCLUSIONS AND SUGGESTIONS

The conclusions that can be taken in this activity are:
1). Litter is a big problem that must be immediately handled by major cities in the coastal area.
2). JAPAS is a device that has the potential to reduce the amount of waste in coastal areas.

The suggestions that can be given in this study are
1). The development of JAPAS (Litter Eradication Net) needs the support of all parties, namely the community, government, and the private sector
2). Waste problems will never be finished. The purpose of creating this technology is to reduce waste, not destroy it. Because the biggest factor of litter is the behavior of the community itself.

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ATTACHMENT

PROBLEMATICS, CHALLENGES, AND FUTURE IN ROBOTICS

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ABSTRACT

While a lot of attention is focused on robots doing human work, robots can soon do things impossible for people. The robots are suitable for a wide range of dangerous, impure, gloomy tasks, as well as in the spatial context and other skills. In the robotic study, we are constantly concerned about the location of objects in the three-dimensional space. These objects are the manipulator links, the parts and tools are handling, and other objects in the manipulator environment. At a crude but significant level, these objects are described by only two attributes: position and orientation. Of course, a topic of immediate interest is the way we represent these quantities and manipulate them mathematically. To describe the position and orientation of a body in space, we always place the coordinate system in the object. Then we continue to describe the position and orientation of this framework with reference to a coordinative reference system. In robotics, we need to connect subsystems together and get them to communicate using different communication protocols before we start developing the application. Unlike computers, who deal with digital information, robots have to deal with the physical world as well. The material world is messy. Today's robots are good at following clear, recurring and logical instructions. They are not as good at treating unstructured environments or improvising new methods. The physics of processes that the robot performs can also bring significant challenges to their distribution. As long as robotic programs are fit to handle objects, deploying robots will remain complicated. What differentiates robots from other parts of technology is their ability to combine automation with action and sometimes a considerable amount of mobility. They are not only able to do static tasks such as money distribution or direct phone calls, but they can also drop, walk, join, search, operate, or explore. Unlike most devices that are designed to be used by a human operator, robots are increasingly being built to function within a human environment and are becoming increasingly humanoid. Perhaps, for this reason, we see the robots in a light other than the other technologies.

Keywords: Robot, Object, Manipulator, Space, Position

INTRODUCTION

Automation and technology have assurances many work-saving tools and have sometimes made it easy for people to do monotone and hazardous laborers suchlike as daubing leaf metal. Even so, there are periods when someone truly needs to interact with a human being and at these times, automatic customer service or bank machines are a weak substitute for a human. What distinguish robots from other parts of technology is their capability to conjoin automation with action and sometimes a substantial quantity of mobility. Robots are also capable to do dynamic tasks, suchlike as cash delivery, thro phone calls, falls, walk, weld, research, operate, or explore. Different from most devices that are constructed to be utilized by a human operator, robots nowadays are being created to function within a human surrounding and are becoming more humanoid. Maybe, for this cause, robots will be the future of technology.

Robots are being utilized to observe hostile surroundings under the oceans and in the outside space. Current attempts are to create robots based on biological organisms. The advancements have been made in the evolution of artificial muscles that may have the same attributes as human muscle and perhaps we can have robots that can jump, climb, run, or jog. Going into the future, we also need to be careful to look at the past. Science literature has long intended a robotic future and lots of ethical questions to be asked. Robots will play an important role in scientific and daily life. In the methodology of studying

machines in static and dynamic situations helps mechanical engineering. Mathematics enables us to describe space movements and manipulator's other features. For creating and adjusting algorithms to achieve desired movements or applications of force this provides us with the theory of control. Electrical engineering contributes to create of sensors and interfaces for industrial robots, and computer science helps for programming these devices to fulfill a desired duty.

1. DESCRIPTION OF POSITION AND ORIENTATION

In robotic developments, we have constant difficulty with the position of objects in the three-dimensional space. Objects in the three-dimensional space are the manipulator links, the pieces, and tools it deals with, and the other objects that are found in the manipulator surroundings. Objects are characterized by two properties: position and orientation. Also it is significant how we introduce these dimensions and manipulate them mathematically.
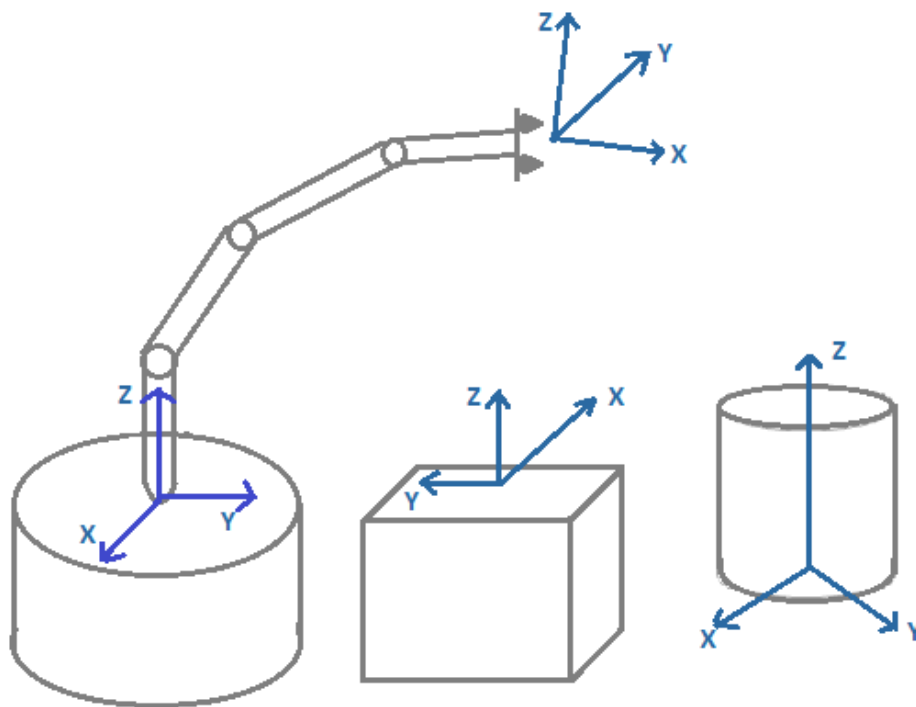
Figure 2.1: Coordinate systems or frameworks have been introduced to the manipulator and to objects in the surroundings.

Either frame can be presented as a reference system in which we represent the position and orientation of a body, so we frequently guess of transforming or varying the depiction of these properties of a body by one frame to another frame.

1.1 Description: positions, directions and frames

The robotic manipulator implies that parts and tools will be displaced into space by mechanism. What sets us in determining the positions and orientations of tools, mechanisms, and parts themselves. We shall depict all positions and directions in respect to the world coordinate system or in respect to other

local coordinate systems that are (or may be) determine in relation to the world system. Specifying the properties of the different objects with which we handle a manipulation system, we make it through the description. Objects in the three-dimensional space are tools, parts, and the manipulator.

1.2 Description of the position

Attach the coordinate system, and we can find any point in space from a position vector that is 3 x 1.So long as often we will design many coordinate systems other than the world's coordinate system, the vectors should be labeled with data identifying that the coordinating systems are assigned within them.
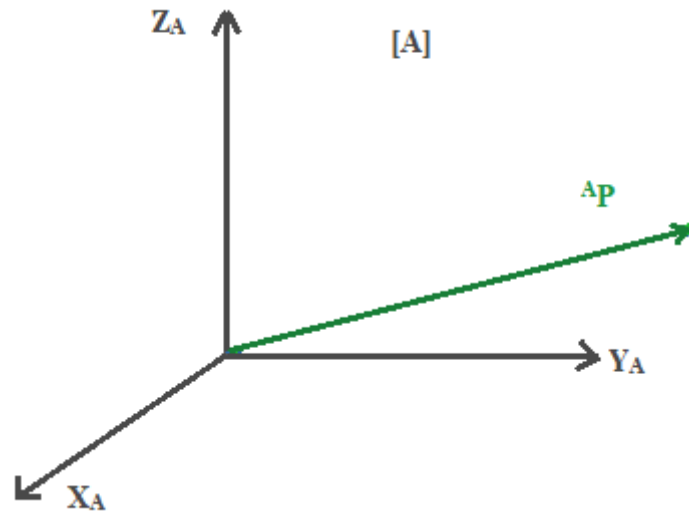
Figure 2.2: Vector with a frame.

Figure 2.2 shows three vector units that have a coordinate system attached [A].The ^{A}P point appears as a vector and can point to space or as a group ordered with three numbers. Separate vector elements are x, y and z symbols:

$$^A\text{P} = \begin{bmatrix} p_x \\ p_y \\ p_z \end{bmatrix} \tag{1}$$

1.3 Description of orientation

We need to make the description of a point in space but also the orientation of the body in space. In figure 2.3 the ^{A}P vector locates the point between the fingertips. The manipulator has a considerable number of joints, the hand can be arbitrarily directed by holding the point among the fingers similar way to the position in space. To depict the orientation of a body, we need to establish a body coordinate system and moreover we must describe the coordinate system in respect to the reference system. In Fig. 2.3, it is shown how the coordinate system (B) is placed in the body. The depiction of {B} in relation to (A) is enough to determine body orientation.

Determination of point positions is done by vectors and the orientations of the bodies are described by the establishment of the coordinate system. To depict the coordinate system located in the body, (B), is to chalk up the units vectors of the three major axes in the sense of the coordinate system {A}.
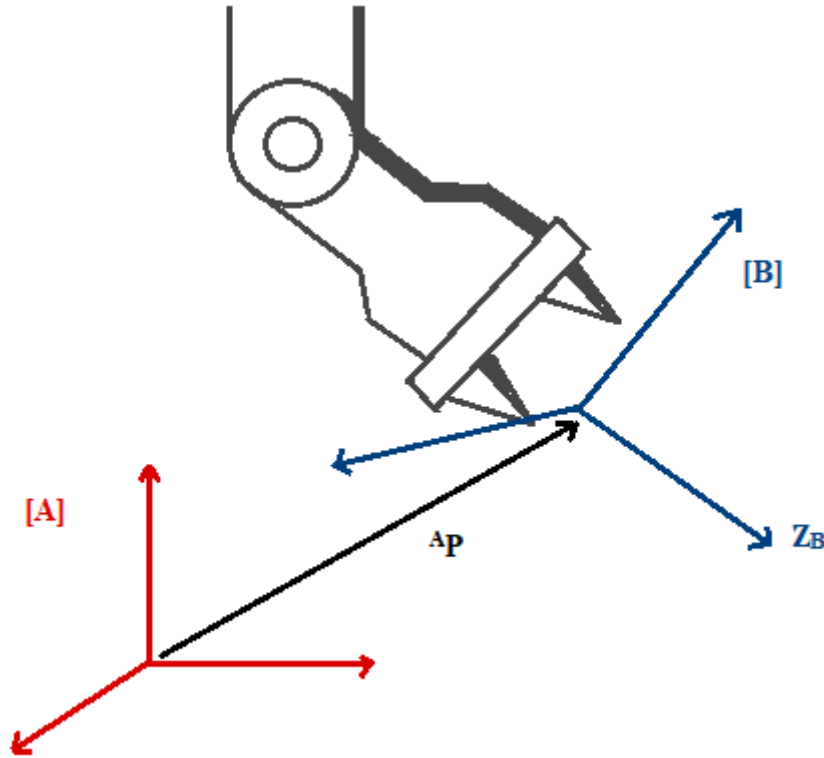
Figure 2.3: Locating an object in position and orientation.

The major directions of the coordinate system {B} that provide the entity vectors are XB, YB and ZB. It would be appropriate to merge these three vector units as the column As of a 3 x 3 matrix, in the enumeration ^AX_B, ^AY_B, ^AZ_B. This matrix denominated a rotation matrix and, because of this rotation matrix depicts {B} with respect to {A}, we call it with R:

$$^A_BR = [\ ^AX_B\ ^AY_B\ ^AZ_B\ ] = \begin{bmatrix} r_{11} r_{12} r_{13} \\ r_{21} r_{22} r_{23} \\ r_{31} r_{32} r_{33} \end{bmatrix} \qquad (2)$$

An orientation can define a group of three vectors. So, since the position of a point is determined by a vector, a matrix determines the orientation of a body.

1.4 Frame description

The information needed to determine the manipulator hand position is shown in Fig. 2.3 which is the position and orientation. In robotics it is so usual the position and orientation of the body so that we determine a entity called the frame, which is a group consisting of four vectors that show us the position and orientation.

The frame is a coordinate system where the orientation is assigned and a position vector that indicates its origin in relation to the other frames. Example, frame {B} is depicted by ^A_BR and $^AP_{BORG}$ wherein $^AP_{BORG}$ is the vector showing the origin of the frame {B}:

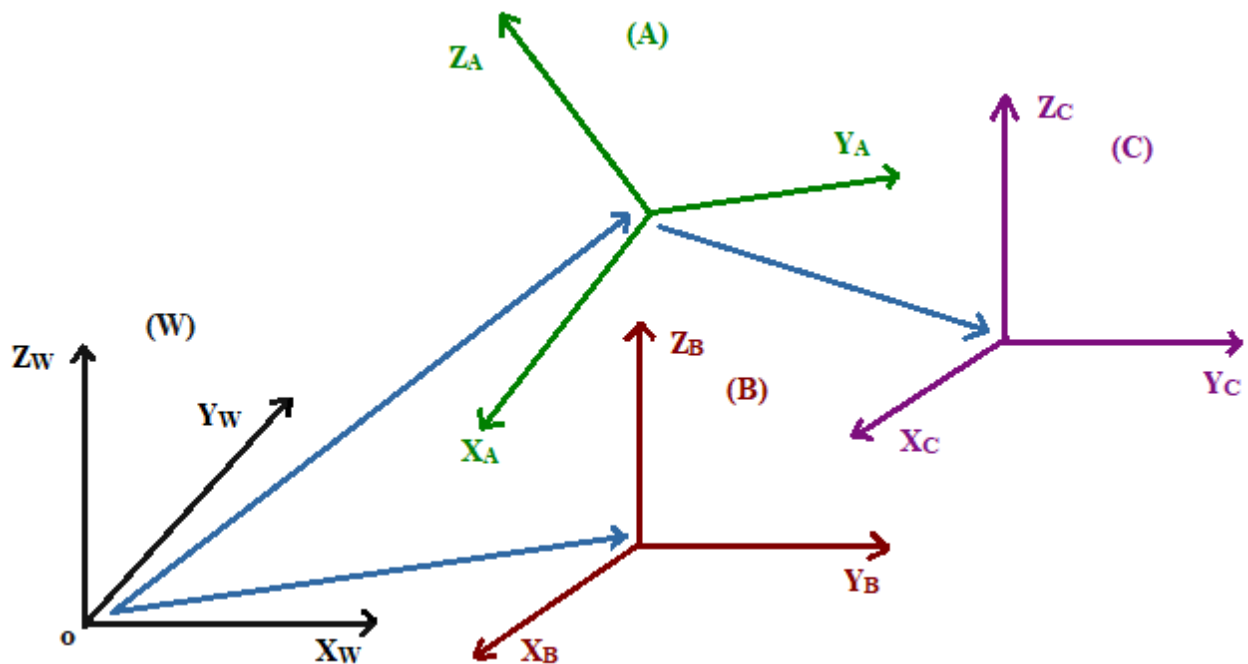$$\{B\} = \{^A_BR, ^AP_{BORG}\ \} \qquad (3)$$

Figure 2.4: Example of frames.

In Figure. 2.4, there are three frames that are shown together with the world's coordinate system. Frames {A} and {B} are known relative to the universe coordinate system, and frame {C} is known relative to frame {A}.The figure. 2.4, shows that there are three frames with the world's coordinating system. A frame is depicted by three arrows representing unit vectors that define the main axis of the frame. An arrow presents the vector is pulled from one origin to the other origin. This vector presents the origin position at the top of the arrow under the frame at the dartboard. In the example in fig. 2.4, the direction of this arrow indicates that frame {C} is known about frame {A} but not vice versa.

To depict coordinate system compared to another coordinate system we can use a framework. Positions can be defined by a frame whose part is rotation-matrix is the identity matrix and the vector-position part of whose shows the point that depicted. Likewise, an orientation can be determined by a frame where the position-vector was a zero vector.

1.5 Case (Example) I

In figure 2.5 is represent a frame {B} which is rotated relation to frame {A} district the Z axis per 30 degrees.
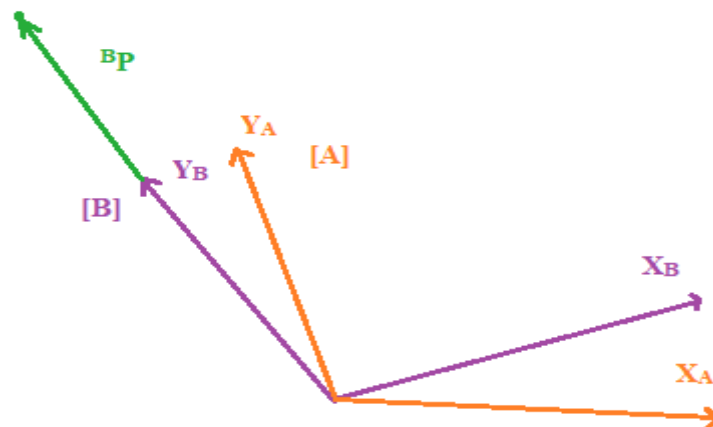

Figure 2.5: Frame {B} is rotated 30 degrees per Z.

Pulling out the unit vectors of {B} in the terms of {A} and gathering them as the coefficients of the rotation matrix, we will get:

$$\begin{aligned}{}^{A}_{B}R = \begin{bmatrix} 0.866 & -0.500 & 0.000 \\ 0.500 & 0.866 & 0.000 \\ 0.000 & 0.000 & 1.000 \end{bmatrix}\end{aligned} \qquad (4)$$

Given

$$\begin{aligned}{}^{B}P = \begin{bmatrix} 0.0 \\ 2.0 \\ 0.0 \end{bmatrix}\end{aligned} \qquad (5)$$

We determine ^{A}P :

$$\begin{aligned}{}^{A}P = {}^{A}_{B}R\,{}^{B}P = \begin{bmatrix} -1.000 \\ 1.732 \\ 0.000 \end{bmatrix}\end{aligned} \qquad (6)$$

The P vector is not altered in space. Matrix R is utilized to depict ^{B}P in relative to frame {A}, ^{A}P.

2. ROBOTS DEAL WITH THE MATERIAL WORLD

The computers have to do with digital information as opposed to robots that should be taken with physical space. The world of information has no barriers. It comprise of ones and zeros. The physical world is untidy. Although robots have hardware, software, and standardized communication protocols, the surrounding space cannot be standardized. Robots now are good at following logical, repetitive, and clear lectures. Robots are not so securely at improvising new ways or in handling unstructured surroundings where we have different hurdles that we have not anticipated earlier. Physical processes that the robot executes induce important challenges to their delivery.
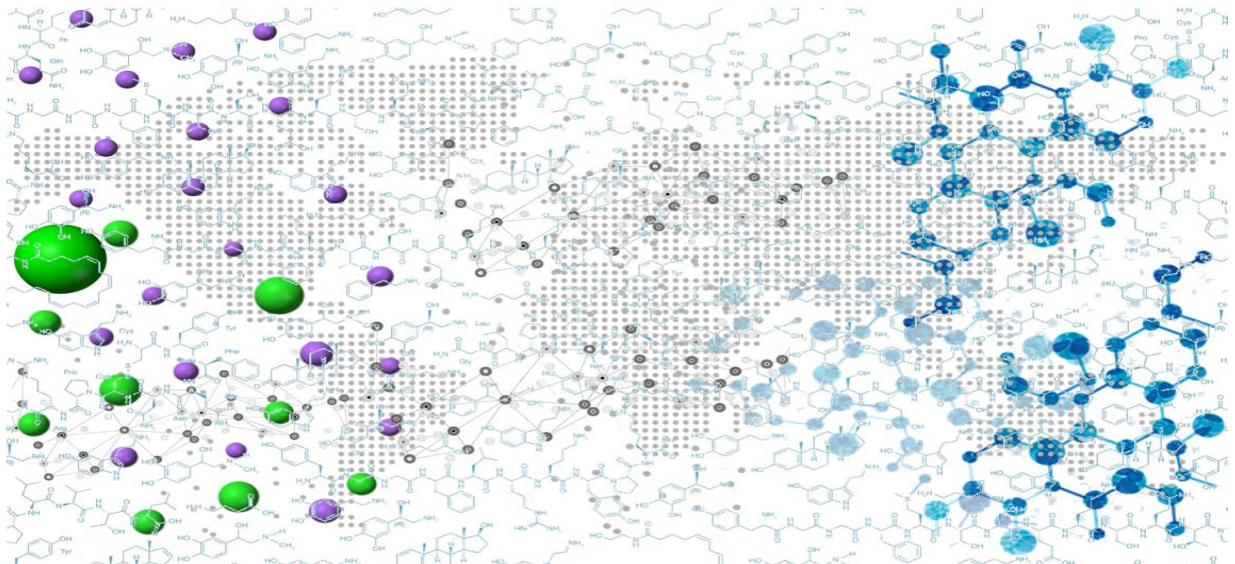

Figure3.1The physical world is untidy.

A robot changes from computer. Similar to the nervous system or brain a robot may utilize a computer as a building block however the robot is likewise able to interact with the world: shuffle around it, change it, perceive it etc. A computer does not action below its own power. By means of autonomous function the robot can action independently, under certain terms without requiring support from a

human operator. Autonomy implies that a robot can fit in to changes in the surrounding and continues to achievement the intended goal. Robots cannot do everything that a human can do.

3. PROBLEMATIC IN ROBOTICS

Robots are located in the physical world, perceive their surroundings from sensors, and manipulate through moving items. Through robotic systems, the perception and manipulation of the physical world is made by computer equipment. Robotic arms on assembly lines, mobile platforms for planetary research, auto-moving road vehicles, robotic arms that assist surgeons are some examples of robotic systems. The more exciting feature of new robotic systems is that they function in increasingly unstructured environments, and unpredictable environments.

Robotics is also included in areas with presence of sensors and where the robot software must be robust to cope with predicted situations. Robotics are increasingly involved in software science in order to develop robots software so that robots can handle multiple challenges in unforeseen and mobile environments. Uncertainty is present if the robot does not have the correct information for performing the task. Uncertainty is caused by five different factors:

> **Environments**. The material world is present everywhere. The degree of uncertainty is small in well-known surroundings and assembly lines, while surroundings such as streets and homes are unpredictable.

> **Sensors**. Sensors are limited to perceiving space things. Constrains are due to two main factors. Range and choice of a sensor enable us the laws of physics. For example, the cameras cannot be seen beyond the walls, the choice of camera images is limited. The sensors are subject to noise, which prevents sensor measurements and thus limits the accurate information to be obtained from sensor measurements.

> **Robots**. The motors activate the robot, and we should to control noise and wear-and-tear. Actuators such as industrial robotic arms are quite accurate. In mobile robots that have low cost the uncertainty level is high.

> **Models**. The models are incorrect. The models are close to the object they represent and partly model the underlying processes and the robot's environment. Model errors are always present, robotic patterns used are extremely unprocessed.

> **Computation**. The amount of calculation that can be made to the robot is reduced due to the systems real time. Many algorithms allow us to respond in time, but accuracy is reduced.

All of these factors have an impact that uncertainty is presented. To overcome the uncertainty it is difficult to build the robot with precision. We have two basic types of interplay of the environment robot that are shown below:

- The robot can impact in surroundings through its actuators.
- The robot can accumulate information about surroundings through its sensors.

Both types of interactions can co-occur.

❖ **Sensor measurements** Through the perception, the robot uses a sensor to get information about the environment. The robot receives information through the image of a camera or request sensors to get information about the surrounding space. Such result will be called a measurement, although sometimes we will call observation or perception. Sensor measurements reach some delays. For this reason they provide environmental information later.

❖ **Control actions** Control action changes the state of space. This makes the forces in the robot's environment actively. Robot movement and manipulation with objects are some cases of control actions. If the robot is in a static state its condition varies. Even if the robot does not move any of its engines, it executes a control action.

CONCLUSION

Robotics have succeeded in replacing people with robots who are able to perform all tasks as humans even better than them.

Robots have managed to have great use especially where high precision is required and tasks where there are many obstacles.

Robotics is a very advanced technology that tries to develop robots for different applications.

The objects are the links of the manipulator, the parts and tools with which it deals, and other objects in the manipulator's environment. These objects are described by two attributes: position and orientation.

Automation is important because it also makes a device, machine, process, or procedure more fully automatic. Automate processes reduce production time and costs, is the most accurate and eliminates human error.

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TRANSPORT DEVELOPMENT TENDENCIES AND REVOLUTION IN ROAD AND RAILWAY SECTORS

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ABSTRACT

The significance of the transport systems operations and transport infrastructures used as a tool to promote socioeconomic development is very evident from an economic perspective, regarding the benefits such as: increased productivity, discovery of new markets, and increased economic growth driven by trade competitiveness. Accordingly, transport infrastructure facilitates to improve the life quality of people, and build a foundation for socio-economic development of community. The most usable transport modes in daily life are roads and railways. In this research the focus will be on comparative analysis between the usage of roads and railways transportation mode on global level.

First part of the research includes usage of primary data sources in the relevant international institutions and also already done researches for road and railway mode. These documents will be used to compare the tendency in the past through the appropriated indicators for road and railway transport. As for the second part of the research, it is proposed to use some new indicators to get the answers for some questions about environmental aspect, transport infrastructure, surface and demography, economic indicators linking with transport activities and transport infrastructure.

The tendency of the research is to find the answer of these two questions using the comparative method and the method of induction: **Are railway up to 600km/h (Swiss metro-or magnet railways "Maglev") or Nanotech road going to be the future of the most used and cost-effective way of transport?** and **Are "smart materials" going to build the most efficient and secure nano-infrastructure?.** Having all this information from statistical analysis, we are closer to the conclusion which type of transportation is more practical and cost-effective regarding the specificity of country and also we would notify the future strategies and probable innovations for improvement of both studied transport modes. Transport is on the brink of a new era of "smart mobility" where infrastructure, transport means, travelers and goods will be increasingly interconnected to achieve optimized door-to door mobility, higher safety, less environmental impact and lower operation costs.

Key words: *infrastructure, transport, road, railway, nanotechnology*.

INTRODUCTION

The important increase in people and freight mobility observed in many countries results in a saturation of the infrastructures for air, rail and road transportation. During the last few years, different approaches appeared to counterbalance the negative impact of this global rise in mobility. Within this, the development of new environmental friendly, economical and ecological high-performance transport systems is vital. The Swiss metro Maglev vehicle takes a leader position in this movement. The concept of Swiss metro is that of a vehicle travelling at high speed in a monodirectional underground tunnel maintained under a partial air vacuum. The infrastructure contains two parallel tunnels, one for each direction, connected by the stations to the surface transport networks. The Swiss metro passenger transport system is based on advanced technologies – such as linear electric motors and magnetic levitation – which allow it to reach speeds of over 600 km/h, guaranteeing economical energy consumption and minimum maintenance, whilst ensuring maximum passenger safety and comfort.

On the other side, the implementation of nanotechnology in many applied fields is receiving widespread attention. It is important to ensure that these applications address real questions to allow the technology

to improve general well-being of the public, especially when evaluating application in the area of civil engineering. The focuses of the research are the specific applications of nanotechnology in the field of road pavements. Primary goals of pavements are to provide a safe and durable surface on which vehicles can travel, while protecting the underlying layers of material during all environmental conditions. Pavements should provide two main types of loads, namely traffic and the environment. In spite of the fact that good pavements can be constructed using existing materials and techniques, there are a number of areas where the rational application of nanotechnology techniques should be able to improve the durability and performance of the service provided by the pavement facility.

Having all information using comparative analysis and indicators, we are closer to define the ecologically harmless type of transport and what are the future expectations that could be implemented in both sectors.

1. MAGLEV TRAI

Increasing the number of population and expansion in living zones, vehicles and air services cannot provide mass transit anymore. Accordingly, needs for innovative types of public transportation have increased. In order to fittingly serve the public, such a new-generation transportation system should meet certain requirements such as rapidity, reliability, and safety. The transport should be convenient, environment-friendly, low maintenance, compact, light-weight, unattained and suited to mass-transportation. The magnetic levitation (Maglev) train is one of the best candidates to satisfy those requirements. While a conventional train drives forward by using friction between wheels and rails, the Maglev train replaces wheels by electromagnets and levitates on the guideway, producing propulsion force electromechanically without any contact.[77]

The Maglev train offers many advantages over the conventional wheel-on-rail system:
1) elimination of wheel and track wear providing a consequent reduction in maintenance costs;
2) distributed weight-load reduces the construction costs of the guideway;
3) owing to its guideway, a Maglev train will never be derailed;
4) the lack of wheels removes much noise and vibration;
5) noncontact system prevents it from slipping and sliding in operation;
6) achieves higher grades and curves in a smaller radius;
7) accomplishes acceleration and deceleration quickly;
8) makes it possible to eliminate gear, coupling, axles, bearings.

1.1 Less travel time/minimal hassle

Compared to airplanes, Maglev trains are actually slower, but they still save time thanks to the minimal hassle it takes to travel in them. With air travel, people still have to take into consideration the time they have to spend at the airports for security, boarding and luggage checking. All this will not be needed for traveling in Maglev trains and so the commute time will still be less. [78]

1.2 Safety

Maglev trains are designed so they can never derail. They contain systems to always make sure the train is always kept balanced on top of the tracks and never shift off of it. Maglev trains system is also designed to never have accidents with other vehicles. The guideways are kept secured so no foreign

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[77] Review of Maglev Train Technologies "Korea Railroad Research Institute, Uiwang 437-757", "Korea
Department of Electrical Engineering", Hanyang University, Seoul 133-791, Korea
[78] https://science.howstuffworks.com/transport/engines-equipment/maglev-train.htm

vehicles such as cars or trucks can cross them. The system also protects trains from each other. Maglev trains travelling in opposite directions are always on different guideways, so there is never a possibility of head on collisions. And during operation, current is only provided to the part of the track where the trains are located at that specific time. This way they can check to make sure that trains never get to close to each other to have a back end collision. So far, It was never reported collision accident of a maglev train.

1.3 Environmentally friendly

Maglev trains are highly environmentally friendly as they have zero carbon emissions, since they run on electricity. Maglev trains scale back noise pollution compared to usual trains.

1.4 All weather conditions

Another positive side of implementing Maglev trains is that they operate punctually in all weather conditions. Airplanes are constantly delayed for long hours or cancelled during storms and it is nearly impossible to drive in such weather conditions and not get stuck in severe traffic. Trains are not as bad usually, but they still get delayed during bad weather conditions such as heavy snow fall. With Maglev trains, since there is no contact with the tracks, they are functional during any weather condition and will never be delayed.

1.5 Description of Maglev System[79]

Maglev, or magnetic levitation, is a transportation system that uses magnets in order to lift and push the train along a guideway. There multiple different variations of the Maglev system based on the propulsion system, levitation system, and type of magnets. Propulsion systems include the linear induction motor and linear synchronous motor. Levitation systems include electromagnetic suspension (EMS), electrodynamic suspension (EDS), permanent and superconducting magnet electrodynamic suspension. The different magnets used for the Maglev are permanent magnets, electromagnets, and superconducting magnets.

Levitation Techniques

ELECTRODYNAMIC — Electromagnets on the guideway levitate the car.

ELECTROMAGNETIC — Electromagnets on the cars lift the cars.

INDUCTRACK — Permanent magnets levitate over passive coils.

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[79] https://www.quora.com/How-do-magnetic-levitation-trains-work
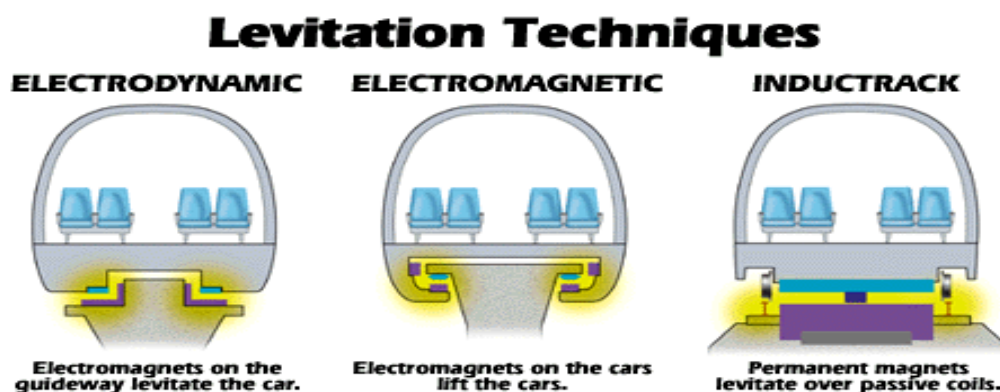
1.5.1 Electromagnetic suspension

Electromagnets on the track use alternating current to attract the train above the guide way. The guide way electromagnets 'attraction pulls the train 10mm above the track. The small air gap permits for decent levitation at low speeds, but at high speeds the air gap should be heavily monitored, so this system requires many sensors and control systems to maintain the required air gap. The EMS systems also have the capability of stabilizing the train about the guide way, but that is not ideal for high speeds.

1.5.2 Electrodynamics suspension

Unlike the EMS, the EDS places the train car in a U-shaped guide way, so that it sits inside the rail. This system capable of using permanent magnets, electromagnets, and superconducting magnets. These different magnets are placed on the guide way to repel the train above the track. The air gap produced by the magnets is significantly larger than the air gap produced by the EMS system; with an air gap of 100mm. EDS systems also are beneficial because extra control systems are not required because the levitation is controlled by permanent magnets. Even if the system uses electromagnets or superconducting magnets, the EDS system still show a higher stability than an EMS system. The only issue surrounding EDS systems is that they are unable to levitate under static conditions (no movement), so Maglevs with an EDS systems require rubber wheels for low speed travel.

1.5.3 Propulsion

The Maglev train receives its propulsion force from a linear motor, which is different from a conventional rotary motor; it does not use the mechanical coupling for the rectilinear movement. Therefore, its structure is simple and sturdy as compared with the rotary motor. It is a standard rotary motor whose stator, rotor and windings have been cut open, flattened, and placed on the guideway. Even though the operating principle is exactly the same as the rotary motor, the linear motor has a finite length of a primary or secondary part and it causes "end effect". Moreover, the large air gap lowers the efficiency. However, the linear motor is superior to the rotary motor in the case of rectilinear motion, because of the less significant quantity of vibration and noise that are generated directly from the mechanical contact of elements such as the screw, chain and gearbox.

Concept of motor the rotary   *the linear derived from motor*
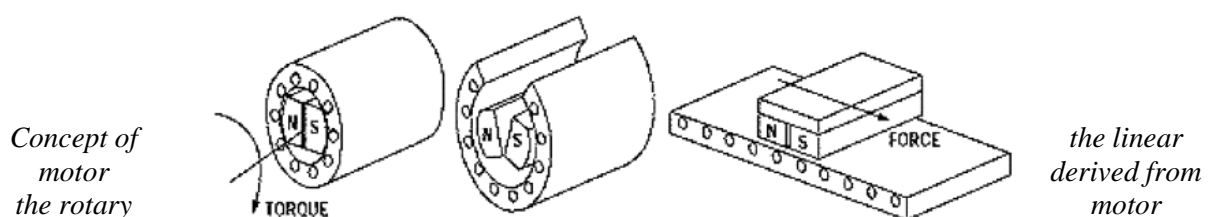
The two types of propulsion systems LIM and LSM are similar, since they are linear motors, but they each have their advantages and disadvantages. LIM (linear induction motors) use the concept of induced EMF coming from the guide way that produces an eddy current in the undercarriage of the train to produce a force (Lorentz force) that pushes the train down the guide way. Two different types of LIM systems include the short primary type and long primary type. The long primary type is more expensive to construct, but can achieve higher speeds that the short primary type. The LSM (linear synchronous motor) is different from the LIM because there is a magnetic source within itself. Using LSM the Maglev speed can be controlled by the controller's frequency of the current. Currently, there are two types of LMS that are used today in Maglevs, the electromagnets with iron-core and the superconducting magnets with air-core. This LSM is popular with Maglev trains because they have a higher potency and power factor than the LIM systems.

Permanent Magnet   Back iron

Mover

Primary (Stator)

a *c̄* *b* *ā/ā* *c/c* *b̄/b̄* *a/a* *c̄/c̄* *b/b* *ā/ā* *c/c* *a* *c̄* *b*

Linear motor   *synchronous*

Eddy Current   Mover →

Airgap

Teeth

Slots   Primary (Stator)

Linear induction motor   *(LP type).*
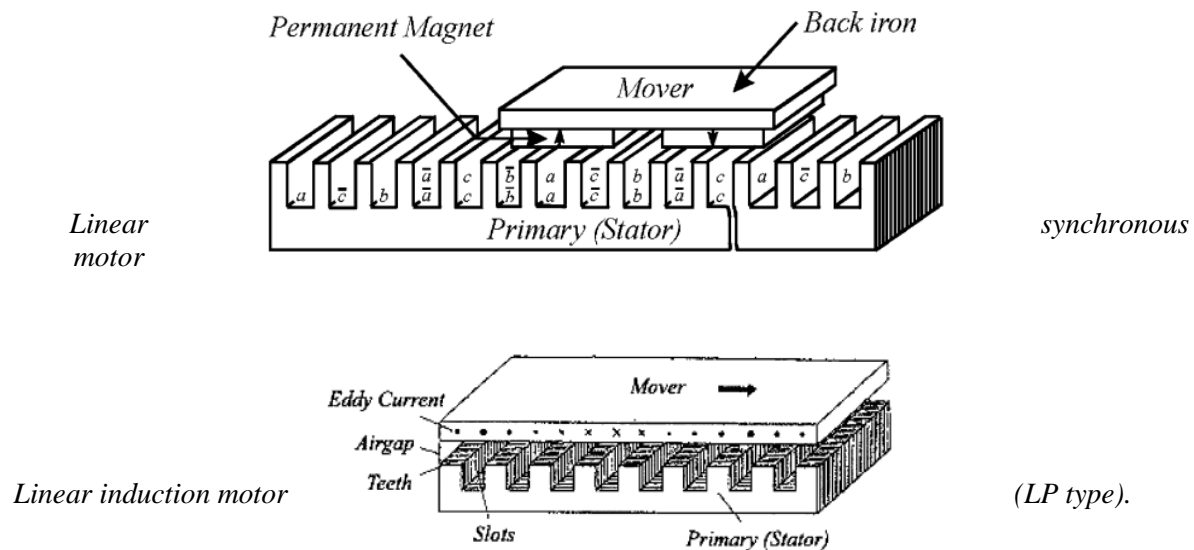
1.6 Goal

The ultimate goal is to make the Maglev train system as cost and energy effective as possible. There are many components of a Maglev system. The project observes only the components that will affect the effectiveness of the entire system, which also accounts for the economic costs. Therefore, the system can be broken down into four major components; propulsion, levitation, station stops, and guideway type. The propulsion and levitation systems have a direct impact on the costs. The EDS type with superconducting electromagnets requires an additional cooling source, which vastly increases energy consumption, thereby costing more. The additional coolant system will also require more maintenance, which proportionally increases the overall cost. The station stops will affect the speed of the train, because depending on the distances, the train will not be able to reach maximum speeds. Increasing the number of stops increases the overall travel time, but increases the amount of money generated by the Maglev system (due to an increase in the number of passengers that could potentially be serviced).

2. SWISS METRO

The concept of Swiss metro is that of a vehicle travelling at high speed in a monodirectional underground tunnel maintained under a partial air vacuum. The infrastructure contains two parallel tunnels (one for each direction) connected by the stations to the surface transport networks. The Swiss metro passenger transport system is based on advanced technologies – such as linear electric motors and magnetic levitation – which allow it to reach speeds of over 600 km/h, providing economical energy consumption and minimum maintenance, at the same tine ensuring maximum passenger safety and comfort. The research deals with a general overview of the Swiss metro passenger transport system and describes the present situation in terms of industrial development, market opportunities, pilot track, costs and time frame. It also shows how Swiss metro could become an alternative to the classical High-Speed technologies.[80]

2.1 The Swiss metro technology

The Swiss metro system is based on the application of four complementary technologies:

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[80] Swissmetro: a revolution in the high-speed passenger transport systems Michele Mossi, GESTE Engineering SA, Lausanne Pierre Rossel, EPFL-ESST, Lausanne Conference paper STRC 2001 Session Concepts

• an entirely underground infrastructure, comprising two tunnels of about 5 m interior diameter, one for each direction;
• a reduction of air pressure in the tunnels in order to diminish the energy consumption for propulsion of the pressurized vehicles;
• a vehicle propulsion system using linear electric motors, allowing speeds of over 600 km/h;
• a magnetic levitation and guidance system, avoiding direct contact and friction with the track. [81]

Vehicle and section *tunnel cross-*
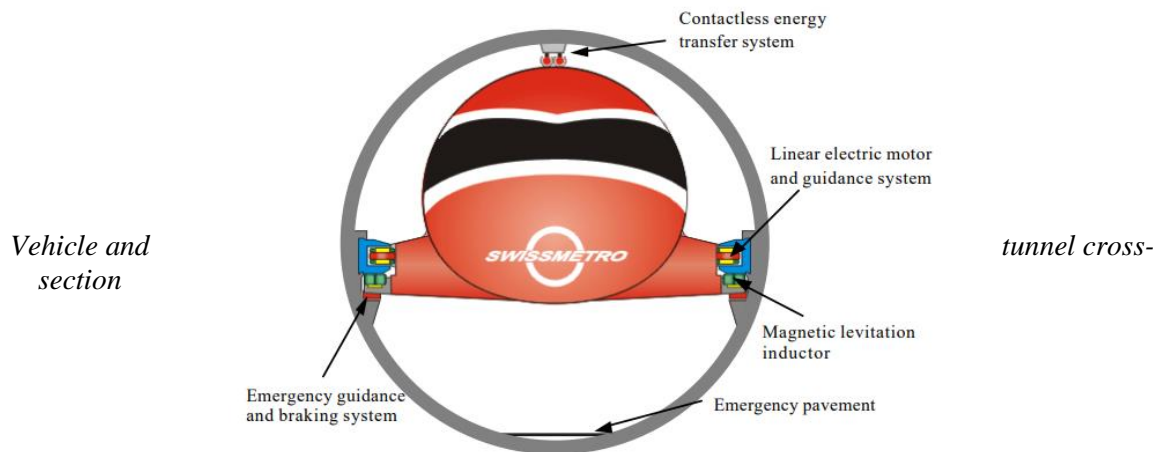
2.1.1 Entirely underground infrastructure

The underground solution has many advantages:
• it is ideal for protecting the environment and avoiding the generation of noise, vibration, pollution and damage to the landscape;
• there is ease of penetration to the city centers;
• topographical conditions have little effect on construction;
• climatic conditions do not influence the movement of vehicles;
• the use of two separate tunnels, one for each direction, makes collision between two vehicles impossible. [82]

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[81] http://www.swissmetro.com/
[82] Modernized but still integrated: The Swiss Federal Railways on the path towards the future (1950s to 2000)1 Gisela Huerlimann Research Center for Social and Economic History at the University of Zurich

2.1.2 Partial air vacuum

In proposing a vacuum level of about 1/10th of the atmospheric pressure and a small tunnel diameter, an effort was made to strike a compromise between investment costs (small diameter and pressure level as close as possible to atmospheric pressure) and operating costs (minimum energy consumption), while at the same time providing for safety, heat accumulation, construction aspects and other criteria. The retained air pressure level in the tunnels corresponds to pressure at about 15,000 m, the altitude at which Concorde flies. The partial vacuum is created by two vacuum pumps of 300 kW placed every 15 km of double tunnels.

2.1.3 Propulsion by linear electric motors

The use of linear electric motors allows a frictionless propulsion system. The mechanical constraints, volume and maintenance are reduced. As compared to the electric locomotive with a rotary engine, the linear motor does away with the overhead power line and pantograph arm. Without these elements, the tunnel diameter can also be reduced.

2.1.4 Magnetic levitation and guidance

Only magnetic levitation can provide economical and safe guidance at speeds in excess of 350 km/h. It eliminates all wear-and-tear, which results in considerable savings on maintenance and equipment renewal costs. The mechanical stress of the structures is also reduced and the meaningful advantage is that magnetic levitation and guidance generate practically no noise.

2.1.5 Performances P

The Swiss metro vehicle, today on a design phase, should offers very high performances:
• very low energy costs, as little as half those of a conventional intercity train;
• a maximum speed of over 600 km/h; such a speed is sufficient for sections less than 100 km long, as is the case in the Swiss network; a higher speed can be reached by enlarging the tunnel diameter;
• a frequency of 6 to 10 vehicles per hour and per direction;
• stations designed to keep traveler waiting times to a minimum;
• a high safety level for passengers;
• operation of the system in close co-operation with the local railways and urban transport companies.
With a vehicle carrying 400 seated people every 6 minutes at rush hours, Swissmetro has a transport capacity of 4,000 travelers an hour in each direction, and this capacity could be even further increased by lengthening the vehicles or allowing the transport of standing passengers. Vehicles stop only 3 minutes at stations. [83]

3. NANOTECHNOLOGY IN ROAD SECTOR

Nanotechnology has been researched to a considerable degree to address the problems in design, construction, and utilization of purposeful structures with a minimum of one characteristic dimension measured in nanometers. The National Nanotechnology Initiative stipulates that Nanotechnology involves research and technology development at the atomic, molecular, or macromolecular levels, the length scale of approximately 1 to 100 nm (nanometer) range, to provide a fundamental understanding of phenomena and materials at the nano-scale and to create and use structures, devices, and systems that have novel properties and functions because of their small and/ or intermediate size. Nanotechnology allows the design of systems with high useful density, special surface effects, high sensitivity, large surface area, high strain resistance and chemical process effects. All attributes are directly or indirectly the result of the small dimensions of nano-particles. In spite of the fact that

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[83] https://www.maglevboard.net/en/

bituminous materials, such as asphalt, are mainly used on a large scale and in huge quantities for road construction, the macroscopic mechanical behavior of these materials still depends to a great extent on microstructure and physical properties on a micro- and nano-scale.[84]

The ability of nanotechnology to constantly monitor materials could offer better prediction of service life and life cycle performance of the road. During construction, nanotechnology could afford for embedding progressively little sensors throughout a structure or pavement. These sensors might be used for long-term observing of corrosion and could offer a helpful tool in monitoring deterioration and cracking in concrete without physical intervention. Similarly, these sensors could monitor vibrations and masses on bridges and enable researchers to determine weaknesses and fix them long before they are apparent to human inspectors.

It is established that through the application of nanotechnology, the potential for improvements in the engineering properties of constituent materials of hot mix asphalt (HMA) is significant particularly, in resistance to moisture damage, strength and longevity. The ability to target material modifications at the nano level promises the optimization of material behavior and significantly improves mechanical properties of pavements like, durability, skid resistance, binding properties, maintenance and sustainability etc. It has also been experimented that nanoscale which could significantly increase the flexural strength. However, dispersion of nanotubes in cementitious materials remains a major challenge and various processing methods are being explored to optimize the number of nanotubes and their dispersion, which would help to develop cost-effective concrete for the next generation of highways.

Self-sensing nanotechnology composite material has been developed, to provide real-time information on traffic flow sand to monitor stress applications on highways, like vehicular loadings etc. The monitoring of vehicle weights is more convenient and effective as the weighing is performed while the vehicle is moving on the highway. In this way, traffic is not affected and time is saved. Apart from detecting traffic flow and monitoring loads, the self-sensing capability of the nano composite to detect stress levels is also finding applications in monitoring the health of structures. Deformation in the structure is registered as a change in the electrical resistance which is remotely monitored. Several environmental applications of nanotechnology in highways have also been reported from the developed countries. One example is that the ability to observe mobile supply pollutants during construction and operations by using nanoscale devices. Low-priced environmental sensors are being used to monitor the air, water and soil quality and mapping the pollution levels.[85]

3.1 Nanoclay

Nanoclay is clay that may be changed to form the clay compatible with organic monomers and polymers. These nano-composites include a mix of one or more polymers with layered silicates that have a layer thickness in the order of one nm and a very high aspect ratio. Segregation of clay discs from each other ends up in a nano-clay with a huge effective surface area (up to 700-800 m2/g). This results in an accelerated interaction between the nanoclay and the bitumen.
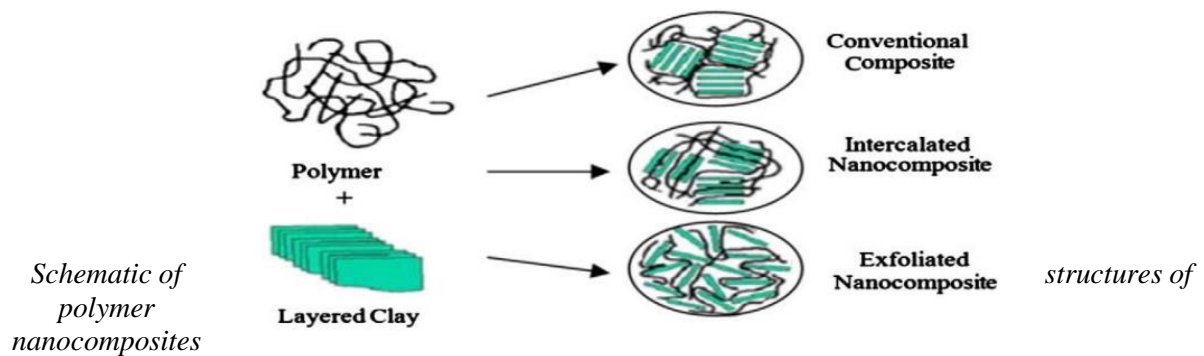
For modifying asphalt binder were used betonite clay and organically modified betonite. The modified asphalt binders were created by melt processing under sonication and shearing stresses. The modified asphalts had a higher rutting resistance. Adding BT and OBT considerably improved the low temperature rheological properties and the resistance to cracking of asphalt. The proper selection of modified clay is essential to ensure effective penetration of the polymer into the interlayer spacing of the clay and so resulting in the desired exfoliated or intercalated product. In an intercalate structure, the organic component is inserted between the clay layers in a way that the interlayer spacing is expanded but the layers still bear a well-defined spatial relationship to each other.[86,87]

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[84] Nanotechnology in Civil Engineering, V Kartik Ganesh, Department of Civil Engineering, SRM University Kattankulathur, Chennai-603203, INDIA

[85] http://civilpents.blogspot.com/2012/01/nanotechnology-in-road-construction.html

[86] https://www.sigmaaldrich.com/technical-documents/articles/materials-science/nanomaterials/nano-minerals-nanoclays.html

[87] 13th COTA International Conference of Transportation Professionals (CICTP 2013) A review of

Schematic of polymer nanocomposites *structures of*

3.2 Carbon nanotubes

A CNT is a one-atom thick sheet of graphite rolled up into a seamless hollow cylinder with a diameter of the order of one nanometer. CNTs are characterized by superior mechanical properties when compared with alternative construction materials. Depending on the radius of the tube, the Young's modulus of a CNT can be as high as 1,000 GPa and the tensile strength can reach 150 GPa. Two different types of CNT exist respectively in the form of single tubes (called single-wall CNTs) and coaxial tubes (multiple-wall CNTs). Multi-wall CNTs are less expensive and easier to produce but exhibit lower strength and stiffness than single-wall CNTs. Only a few studies are conducted in the area of bituminous binders and mixtures. When CNTs are added with a sufficiently high percentage (> 1%) to base bitumen, they can significantly affect rheological properties. Using carbon nanotubes equals to 0.001 of weight bitumen in asphalt mixtures, in addition to improve the properties of asphalt pavement, will reduce thickness of under layers and as a result reduce stone materials consumption. CNTs offer an improvement of rutting resistance potential and of resistance to thermal cracking. Moreover, condition to oxidative aging is reduced with any benefits that are expected in the long-term performance of bituminous mixtures.

3.3 Nanosilica

Silica nanoparticles have been used in the industry to reinforce the elastomers as a rheological solute and cement concrete mixtures. Silica nanocomposites have been attracting some scientific interest as well. The advantage of these nanomaterials resides in the low cost of production and in the high performance features. With the addition of nanosilica in the base asphalt binder, the viscosity values of nanomodified asphalt binder decreased slightly. Lower viscosity of the binder indicates that a lower compaction temperature or lower energy consumption of the construction process will be achieved. The addition of nanosilica into the control asphalt improved the recovery ability of asphalt binders. The low-temperature grade of nanosilica modified asphalt binder was the same as the control asphalt binder, and the properties and stress relaxation capacity of nanosilica modified asphalt binder was the same as the control asphalt. The anti-aging performance and fatigue cracking performance of nanosilica modified asphalt binder and mixture were enhanced and the rutting resistance and anti-stripping property of nanosilica modified asphalt mixture were also enhanced significantly. The addition of nanosilica into the control asphalt binder did not greatly affect the low-temperature properties of asphalt binders and mixtures. The asphalt binder modified by 1% nano powdered rubber VP401 has better performance in resistance to low temperature crack and rutting, compared to other nanomaterial modified asphalt

advances of Nanotechnology in asphalt mixtures Jun Yanga,b,* Susan Tigheb a School of Transporation, Southeast University, Nanjing, 210096, P.R. China b Civil Engineering & Environmental Department, University of Waterloo, Waterloo, N2L 3G1, Canada

binder. Spraying TiO_2 and ZnO fog to the surface of asphalt slabs show lower aging rates. The asphalt mixture modified by 5% SBS plus 2% nano-SiO_2 powder can increase the physical and mechanical properties of asphalt binder and mixtures. The addition of nanoclay and carbon microfiber would improve a mixture's moisture susceptibility in most cases under water or de-icing chemicals ($NaCl$, $MgCl_2$ and $CaCl_2$), and even freeze-thaw cycles.

3.4 Benefits of nanotechnology in asphalt mixtures

In general, Nanotechnology will produce benefits in two ways – by making existing products and processes more cost effective, durable and efficient and by creating entirely new products. In particular to asphalt and asphalt mixture properties, Nanotechnology has the following known benefits:

- Improve the storage stability in polymer modified asphalt
- Increase the resistance to UV aging
- Reduce the moisture susceptibility under water, snow and deicers
- Improve the properties of asphalt mixtures at low temperature
- Improve the durability of asphalt pavements
- Save energy and cost
- Decrease maintenance requirements[88]

3.5 CONCLUSIONS AND RECOMMENDATIONS

Adding Nanoclay in asphalts typically will increase the body of asphalt binders and improves the rutting and fatigue resistance of asphalt mixtures. Applying Nanoclay can improve the aging resistance of asphalt mixes.
Using Nano-particles can improve the storage stability of polymer modified asphalts.
The anti-aging performance, fatigue cracking performance, rutting resistance, and anti-stripping property of nanosilica modified asphalt binder and mixture are reinforced. The addition of nanosilica into the control asphalt binder did not intensely affect the low-temperature properties of asphalt binders and mixtures.

4. COMPARATIVE ANALYSIS

Road transport is the most commonly used way of transport for the movement of products connecting customers to freight and vice versa.
Rail transport is a commonly used mode of transport especially in countries with long transit such as across China, Russia, USA and parts of Europe.
Freight trains are capable of carrying various types of cargoes such as freight containers, vehicles, livestock, commodities such as grains, coal, minerals and metals etc.
But both modes of transport have its own pros and cons. [89,90]

	Pros	Cons
Road	Freight can be delivered quickly as per a set schedule	Limitations such as cargo size and weights maybe applicable for road weight across various states
	Cost effective and economical especially over short distances	May not be a cost-effective option across longer distances

[88] NANOTECHNOLOGY SYNTHESIS STUDY-RESEARCH REPORT, Project performed in cooperation with the Texas Department of Transportation and the Federal Highway Administration.
[89] https://www.freightera.com/blog/shipping-road-vs-rail/
[90] http://www.indiastudychannel.com/resources/153551-Comparison-between-Roadways-Railways.aspx

	Used for long haul, short haul, local and over border movements	Slower than rail over long distances
	Full door to door movement	Limitations due to weather and road conditions
	Easier option for tracking of cargo movement through GPS and satellite tracking	Not as environmentally friendly as rail

Rail	Greener option for transport as trains burn less fuel per ton mile than road vehicles	Additional costs to move a container from rail head to final destination, mostly using road freight.
	Freight trains carry more freight at the same time compared to road transport	Possible delays in cross border due to change of train operators
	On average, long distance freight movement is cheaper and quicker by rail	Not economically viable across shorter distances
	Freight trains have proven to be transit sensitive even more than ocean freight delivering cargo from China to Europe in as less as 18 days compared to 44 days by sea	Abnormal cargoes cannot be moved in normal rail wagons

5.1 RESEARCH
5.1.1 Phase I

From the table below, it is clearly seen that for the freight and passenger transport in all countries is used the road transport. Proportionally to these results, in the third table are presented information for the road and rail investment which is clearly seen that the investments for roads are 2.7 times more than rail`s, creating a network that results in good trade which strengthens the local and international economy between countries.

Table1: Rail/Road passenger transport

Country	RAIL PASSENGER TRANSPORT	ROAD PASSENGER TRANSPORT
	Passenger-kilometres, Millions	Passenger-kilometres, Millions
	Year	Year
	2016	2016
US	10 494	5 356 301
Sweden	12 924	125 162
France	103 231	838 397
Turkey	4 325	300 852
Macedonia	83	9 261
Azerbaijan	448	24 429
Russia	124 620	123 509
Czech Republic	8 843	82 512
Finland	3 868	65 262

Table 2: Rail/Road freight transport

Country	TOTAL RAIL FREIGHT TRANSPORT		TOTAL ROAD FREIGHT TRANSPORT	
	Tonnes-kilometres, Millions		Tonnes-kilometres, Millions	
	Year		Year	
	2016	2017	2016	2017
US	2 326 216	2 448 480	2 953 524	/
Sweden	21 406	21 838	42 685	41 848
France	32 569	33 352	150 962	163 112
Turkey	11 424	12 762	253 139	262 739
Macedonia	222	276	10 589	10 851
Azerbaijan	15 967	5 192	15 967	16 334
Russia	2 344 087	2 493 428	255 347	/
Czech Republic	15 618	15 843	50 315	44 274
Finland	9 445	10 318	26 852	27 977

Table 3: Rail/Road infrastructure investment

Country	RAIL INFRASTRUCTURE INVESTMENT	ROAD INFRASTRUCTURE INVESTMENT
	Euro	
	2016	
US	15 687 635 184	82 233 869 510
Sweden	1 177 526 856	2 086 339 294
France	5 244 000 000	9 242 355 838
Turkey	1 718 237 203	7 329 613 591
Macedonia	/	228 634 923
Azerbaijan	1 133 401	498 129 888
Russia	4 830 359 080	7 597 019 773
Czech Republic	681 496 031	849 231 714
Finland	537 000 000	1 269 000 000

1.1.2 Phase II

Table 4: % of Rail/Road infrastructure from the total area of the coutry

Country	% of Rail Infrastructure from the total area of the country	% of Road Infrastructure from the total area of the country
US	2,80%	67,62%
Sweden	2,16%	129,53%
France	5,34%	159,75%
Turkey	1,30%	54,58%
Macedonia	2,65%	57,33%
Azerbaijan	2,39%	67,43%
Russia	0,50%	8,49%
Czech Republic	12%	165,70%
Finland	1,75%	134,15%

Table 5: Rail/Road (km) per 1000 citizens

Country	(Rail) km per 1000 citizens	(Road) km per 1000 citizens
US	0.86	20,00
Sweden	0.98	60,00
France	0.53	20,00
Turkey	0.12	5,00
Macedonia	0.33	7,00
Azerbaijan	0.89	6,00
Russia	0.59	10,00
Czech Republic	0.89	10,00
Finland	1.07	80,00

These two tables above show the results obtained using new indicators that measure the extent to which road and rail infrastructure representation is compared to the total territorial area of the countries involved in this research. The Czech Republic and France have the most significant percentage of railway infrastructure representation in relation to other countries, while the same countries have a significant high percentage in the road infrastructure as well as Finland and Sweden.

Regarding the road and railway infrastructure in km belonging to 1000 citizens of the total number of citizens in the respective countries, the results between these two sectors are drastically different between them, differing from 10-50 times higher in road infrastructure compared to the railway sector. These results give a clear picture that in almost all countries, the road infrastructure is significantly more prevalent than the rail resulting from the large investments invested in this sector, while in the rail sector they are 2- 5 times smaller.

**SMART MATERIALS FOR NEXT GENERATION INFRASTRUCTURE**

The flexibility of building and civil engineering structures is typically associated with the design of individual elements such that they have sufficient capacity or potential to react in an appropriate manner to adverse events. Traditionally this has been achieved by using 'robust' design procedures that focus on defining safety factors for individual adverse events and providing overabundance. More recently, based on a better understanding and knowledge of microbiological systems, materials that have the ability to adapt and respond to their environment have been developed. This basic modification has the potential to facilitate the creation of a large range of 'smart' materials and intelligent structures, including both autogenous and autonomic self-healing materials and adaptable, self-sensing and self-

repairing structures, which may transform our infrastructure by embedding resilience in the materials and components of these structures so that rather than being defined by individual events, they can evolve over their lifespan.

6.1 SELF HEALING INFRASTRUCTURE MATERIALS

Self-healing development in cementitious systems are broadly divided into two categories: autogenous and autonomic. Autogenous self-healing refers to self. Residual life models for concrete repairs. Biomimetic multi-scale damage immunity for concrete. Autonomic self-healing refers to actions that use components that do not naturally exist in the cementitious composite, i.e. 'engineered' additions that are usually employed to deal with larger crack sizes. Examples of both systems are shown schematically in the picture below. Some autogenous and autonomic self-healing systems work in combination so that the autonomic system works to reduce the crack size to enable autogenic processes to complete the self-healing.

The autonomic self-healing systems we have developed to date include the following: Micron size capsules that contain a healing agent. For cementitious systems the challenge is to use suitable and compatible materials for both, that will enable survivability during the mixing, effective bonding between the shell and the cementitious matrix, longevity within the matrix, appropriate rupture when
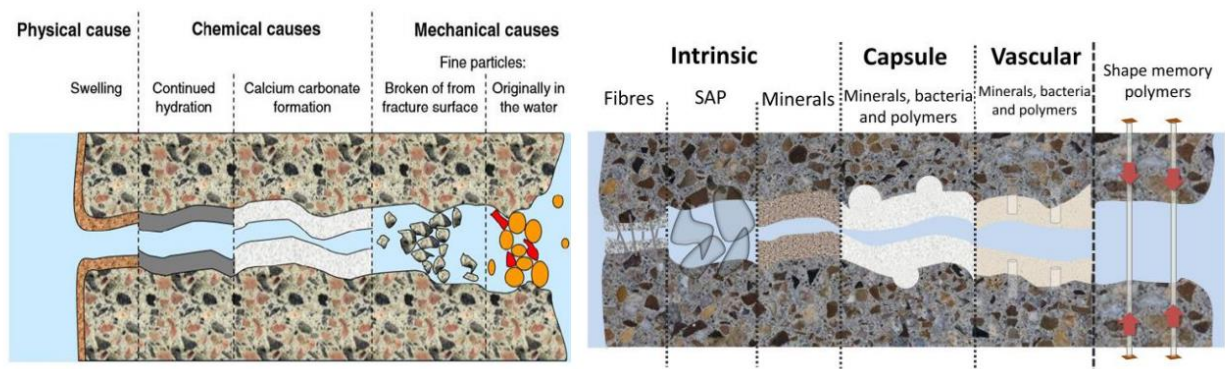
intersected by a crack and adequate release of the healing agent. The healing agent in turn needs to have a long shelf-life, to effectively flow out of the fractured capsule and to be capable of forming effective sealing and healing products. The most promising developments to date have included microcapsules with polymeric, gelatin/gum Arabic or polyurea, shells and a sodium silicate. These have been developed in collaboration and have been shown to be capable of withstanding high shear mixing. Work has been carried out on size and quantity of microcapsules for different cementitious composites.

Autogenous self-healing   *Autonomic self-healing*

## 6.2 CALCIUM CARBONATE- PRECIPITATING BACTERIA

The bacteria-based approach works by encapsulating bacteria spores and a calcium precursor within the material. On appearance of a crack the bacteria germinate and by metabolic actions precipitate calcium carbonate within the crack. Research has led to the creation of a bespoke combination of alkaliphilic Bacillus bacteria, nutrients and precursors that rapidly precipitate calcium carbonate and return the permeability of concrete to that prior to cracking. The first ever critical analysis of the kinetics of bacterial calcium carbonate formation demonstrated that it was possible to tailor the nutrients to maximize mineralizing capacity using a selection of microbiological aids that were compatible with concrete hydration.

6.3 SHAPE MEMORY POLYMERS

The SMP system employs pre-drawn PET tendons to close cracks in concrete structural elements. These tendons are cast into a concrete structural element and electrically activated after cracking occurs. They are fixed at discrete locations so that when they are activated, a released restrained shrinkage potential applies an internal compressive force to the structural element. This compressive force tends to close

any cracks that have formed within the cementitious material. The ability of the tendons to maintain a significant post-activation crack closure force is important to the viability of the self-healing system. A series of tests explored the long-term relaxation of the restrained shrinkage stress within SMP tendons and research was undertaken to scale up this technology and develop higher performance tendons, producing a new tendon assembly that comprised multiple SMP filaments, an outer spiral wire for electrical activation and a plastic sheath for protection.

Sensors have been developed and used in construction to monitor and control the environment condition and the materials / structure performance. One advantage of these sensors is their dimension (10 – 9 m to 10 – 5 m). These sensors could be fixed into the structure during the construction process. A low cost ceramic-based multi-functional device has been applied to monitor early age concrete properties such as moisture, temperature, relative humidity and early age strength development. The sensors may be used to monitor concrete and bitumen road corrosion and cracking. For structure health monitoring the smart aggregate also can be used. The disclosed system can monitor internal stresses, cracks and other physical forces in the structures during the structures life. It is capable of providing an early indication of the health of the structure before a failure of the structure can occur. Some of the sensors can also help to reduce sound and air pollution from road.[91]
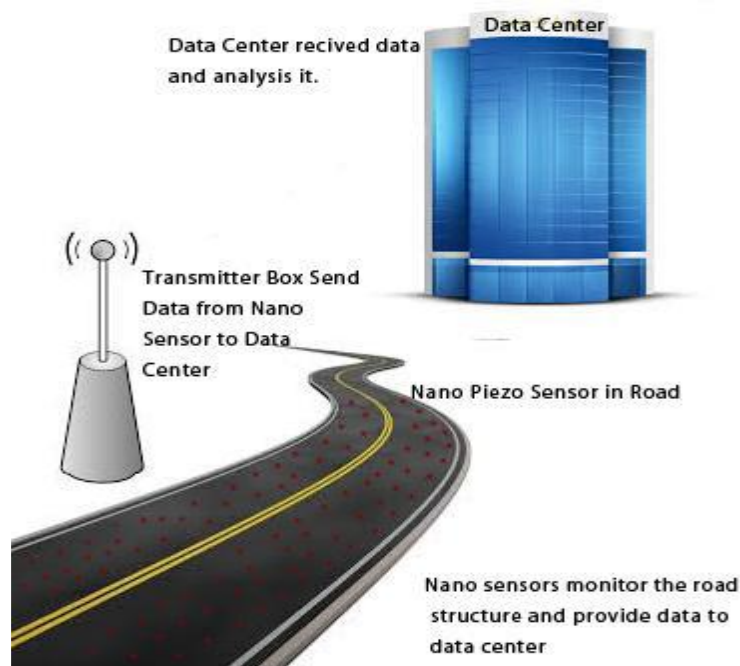
CONCLUSION

The trade-off analysis focuses on three system aspects: cost, speed, and safety. These performance metrics were chosen as a result of they are the basic characteristics of a train system. Cost of train systems are continuously compared to one another and used as a measure of whether or not a transportation project is beneficial. The cost metric takes into consideration all of the components in the Maglev system and its construction, but not the cost of purchasing land for the guideways or building

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station along the track. Speed is the most common standard used to compare transportation systems and is directly related to the time needed to travel. For the Maglev, speed is a significantly appealing attribute since it can travel over a hundred miles per hour faster than the current high-speed rail. Safety is the most important parameter because knowledge of a transportation system's safety is the determining factor whether or not the system is usable.

While nano-materials are making roads into certain construction applications in pavements and highway structures, many difficulties remain in the path of widespread adoption of this technology due to the conservative nature of contractors and high expectations of consumers. Material and manufacturing costs are an issue in cost sensitive, large volume applications while concerns over health and safety are also yet to be verified.

On the margins of functionality and technological development, as well as the application and representation of the road and rail sector, it can be said that these two sectors are developing in parallel. The application of nanotechnology on the one hand and the extremely fast trains on the other side promise improvement of their infrastructure, but still some of the theses and examinations are not fully applicable. As the results of the comparative analysis using primary and secondary sources have shown, road traffic is most common in all countries taken in this research with a proportional investment item due to their accessibility and the transport network they own. The positive side tended towards rail traffic is mostly from an environmental point of view using underground railways and electromagnetic fields for the movement of high-speed trains, while nanotechnology roads are still unknow to the environment. In the future, road traffic will still have a high percentage of representation, but the speed of the Maglev and the Swiss metro trains will become competitive to air transport.

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YOUTH-LED INNOVATION

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ABSTRACT

This paper examines youth's capacity to integrate with the social and technological advancements in the future market. From our role in the world to our perspectives at home, investing in youth has and will always play a huge role in shaping civilization. Theoretical factors characterize youth's active participation in socio-economic activities, including self-determination on and social inclusion.

One of the factors that ensure innovation opportunities is self-determination, developed throughout life. The key highlight of youth productivity is to be able to connect experiences with the subject. This method is called engineering ethics, which assures the distinction between staying focused and wandering. Self-determination isn't fixed but is known to be a result of daily practices and routines. This paper will represent some statistics and data in which people with high self-confidence are more likely to succeed in life than those who lack confidence.

In the contemporary world, the social inclusion process is considered to play a significant role in youth-led innovation. This process impacts the tendency of excluded young people to join and bring new ideas into their community. In regard to the economic aspect, this element can adjust the time of performance, but not the result. Those who start to practice this social trait from an early age have more tendency to be more prepared and open to new ideas. In this paper, some examples will demonstrate children with a different cultural background belonging to a different ethnicity, with their level of productivity in such case. To maintain high democratic values is vital and ensures better performing in innovative ideas.

Youth engagement with innovative ideas ensures the stability towards a practice of democratic values. To invest in youth is a capital, opening new doors of the future. Investing in education has endless benefits amongst them: multiplication of brain cells, reduction of stress and anxiety, and ensures a happier life. Some critics view innovative ideas from a different perspective. They argue that self-determination and social inclusion are inborn traits rather than developed throughout life. It is true that the structure of our genetic material is uniform, but it is also true that people especially young people quickly adapt to a new growth mindset. 21st-century discoveries such as nanotechnology, 3-D Printing, cutting-edge technique, are transforming our histories and despite their contribution in fields of business, medicine, and economy, they are also giving us a new glimpse of our undiscovered world.

Keywords: Technological advancements, social advancements, self-determination, social inclusion, ideas.

1. YOUTH INTEGRATION WITH SOCIAL ADVANCEMENTS

When referring to the socio-economic life of the youth we have to make a thorough superiority between what is and why is important to have self-determination and social inclusion.

1.1 Self-determination

Firstly, let's begin with the question of what does self-determination really means. Michael Wehmeyer is a professor at the University of Kansas and argues on self-determination as a state of psychological human nature. In general, he claims that self-determination is part of an agentic behavior. Integral parts of self-determination are claimed to be four elements which are: (1) Autonomy, meaning that every individual possesses certain rights which need to be alienable. (2) Self-regulated behavior, every person needs to have control over his/her own behaviors. Lack of reacting or excessive reaction can have many consequences after adulthood. (3) Initiate and Response. If someone wants to obtain and contribute for the future, s/he first needs to create a mindset in his/her own, and the try to implement it with the tools' given. After doing this, the feedback part comes, where can be useful for growth and inspiration only if taken as constructive criticism rather than offense. (4) Self-realizing way, which demonstrated a sign of maturity in an individual.

In overall, the young population should always practice these behaviors which are crucial to innovations. One must distinguish the difference between school and education. In some cases, students are deprived of a good quality school. Albeit, that does not mean that their potential isn't going to show off later on. Students can gin education not only from school but from books, friends, environment, parents, cousins, etc. There are many factors that contribute to being successful. One of the main characteristics amongst many to be a successful individual is self-determination. This quality is important because develops one's self-confidence and power. Power is perceived differently by the different school of view. One side thinks that power is everything between the state arenas. However, the other group argues that power might be limited if there is a lack of sources. Despite the differences in the point of view, people have found a way to always integrate themselves in a free and fair market.

1.2 Social Inclusion

A crucial element to enhance inter-integration is social inclusion. As conclusions of EU Youth Conference of Lithuanian Presidency explain: 'Governments in cooperation with employers and non-formal education providers should develop and promote tools for assessment and self-evaluation of the competencies acquired through non-formal education in order to guarantee the recognition of such competences in the labor market and to develop the employability and self-confidence of young people' (EU Commission 2013: p. 14).

1.3 Progressivism Era

In this section, we will compare youth-led innovation and the effect that the Progressive Era has had. This era began in the '80 and ended after World War 1. I wanted to compare this era with youth innovation, because this era is known to be one of the most rapidly producing economy in a history of a nation in this case- United States. Following after the Industrial Revolution, this was the time when the economy was booming at a very high rate. These phenomena enabled every person with their own free-will to become rich. Whenever there is a new invention, the economy is automatically progressing. Every new idea can and will contribute to a new invention. That is why is important to don't underestimate the importance of communication with one another and sharing ideas at the same time.

1.4 Functional Theory

This theory claims that actions have to always justify the ends, and shall be based on the function which has a 'dispositional characteristic' (Wehmeyer, 2013). For example, individuation and adolescence can serve as phases in which the individual together with its physical change needs to adapt his emotional and theoretical changes. In this age, s/he is able t distinguish a specific goal or to establish chance. This process is also called as Casual Agency.

1.4.1 Agentic Behavior

Professor Wehmeyer refers to the agentic individual as one who sets high its living standards, has high aspirations about the present, learns from failures, disposes a variety of options, is open to new changes, and leans toward more doings than talks. He says that: 'Organismic aspiration drives behavior' (Okafor, 2016). Meaning that, if people set high standards and goals beforehand, they are more likely to succeed in controlling their behaviors. Another point of view of this theory is that if individuals want to feel socially inclusive in their environment they shall think of themselves as active contributors in their own life. Additionally, in 1974 Milgram makes another distinction between autonomy or doing from your own free will, and agency or 'acting as agents for an authority figure' (Okafor, 2016). That is, whenever we receive instructions it is in our human nature to act based on it. Milgram also explains the importance of self-confidence. There is a set of personal skill that can make a huge difference especially in the professional life of a young person (Okafor, 2016).

2. YOUTH INTEGRATION WITH TECHNOLOGICAL ADVANCEMENTS

In a recent research executed by the European Commission, nearly 14 million young people from EU is not involved in education, training, nor employment. Opportunities for youth employment may be a crucial factor for prosperity in a region. It is important to mention the importance of non-formal education. Learning independently is what most of the time makes the difference between candidates qualification. EU Commission has implemented a thoroughly integrated approach for youth and which is divided into seven categories. Those categories are: First, 'explaining non-formal learning to employers and educators … [second] translating non-formal learning outcomes to the world of work … [third] enhancing the ability of those working directly with young people … [fourth] developing a strong focus on an entrepreneurship … [fifth] improving partnership working and cross-sector innovation … [sixth] … extending the evidence base through focused research and impact analysis … [seventh] including non-formal education and learning in youth guarantee plans' (EU Commission, 2013).

2.1 Ethics Engineering

This field of engineering concerns mostly about the ethics of new inventions and technological advancements. It emphasizes the importance of the new technologies such as 3-D Printing and Biomedical Engineering. This kind of technology is available for small children. They express their creative ideas by designing different architectures and forms with 3-D Printing Technology.

As Sebba explains: 'They evolved their innovations via learning-by-doing in their novel and rapidly evolving fields. They would begin by building a prototype using simple tools and materials, immediately try it out under real eld conditions, discover problems, and make

revisions within hours, and then try again.' (Sebba, 2009)

2.1.2 Focus

It is one very important component that is very present in both professional and social life of the youth. The focus is categorized as a really important element that often distinguishes between successful youth. To invent in technology requires a lot of creativity, passion, and opportunity. Young people, especially children have plenty of creative ideas. The next phase is how to analyze those ideas, and decide which one works best. There is one example of youth-innovation comes from the city of Druin, which is located in Sweden. In Druin young children assist in explaining storytelling technology. Children suggest a storytelling machine and then they build their own first prototypes. The theme of their idea has to do a lot with their school activities, especially the way how they handle multimedia and mathematics. Cairncross and Waugh noted that after children presentation of their ideas, a new process of selection took place, usually led by older people. Their justification was that not all ideas served as informing ideas contributing to work or school goals (Sebba, 2009).

2.1.3 Wander

The category that we are going to explain now is the opposite of staying focused. Mind-wandering is a phenomenon very common to nowadays youth. The technology can have benefits only if used in a right way. Otherwise, technology can serve as a place where young people spend most of their time without being productive in any sense. The goal is for young people to be able to use technology and derive new ways of thinking from it. For example, virtual reality, hologram, and other advanced 3-D technologies that are growing at high rates.

3. EMBRACING DEMOCRATIC VALUES

To support such values is one of the fundamental responsibilities that we shall practice nowadays. Democratic rights are crucial when referring to equal opportunities. Laws are written down and implemented, but the question rises how effective are they and what is the impact that they've been made in our society? To answer this we will look at the publication made by the "National Endowment for Science, Technology and the Arts (NESTA)". They argue that innovative skills can be developed from an early age and that too much restriction or "adult control" can inhibit the innovation. Some students claim that their teachers are too helpful, and they don't leave a space for new ideas. Some 'big ideas' need more space and time to think.

4. EMBRACING EQUAL OPPORTUNITY FOR EDUCATION

A study made in 2009 by "UNICEF Innocenti Research Center" in Italy addresses a very important concern and that how children of immigrants are at disadvantage compared with the native youth in eight economically-powerful countries and that: Australia, France, Germany, Italy, the Netherlands, Switzerland, the United Kingdom, and the United States. Professor Donald Hernandez says: 'Despite their differences in cultural, religious, linguistic and ethnic backgrounds, children in immigrant families often are similar to their peers in native families in their family composition and parental employment, but they often experience educational and economic challenges and higher poverty rates' (qt. Innocenti Insight, 2009). That means societies have to understand that no matter the background every youth can bring something unique to the table, even a single idea that no one ever had brought before. Observing situations from different perspective requires more listening. One main concern that prevents youth-led innovation is the fact that: 'Children of migrants are far from being a homogeneous population' (Innocenti Insight, 2009). This social issue still hasn't been solved, thus individuals need to pay more attention and be responsible when it comes to matters that remind the harsh past of nations.

Table 1. 'Correspondence between skills in youth work and the labour market' (EU Commission, 2013)

Overarching skill categories	Outcomes identified in the research literature	Skills identified by employers
Personal (e.g. confidence and self-esteem)	▪ Increased confidence and self-esteem ▪ Self-awareness (personal and social) ▪ Readiness to take on new and more diverse experiences	▪ Adaptability and flexibility
Interpersonal (e.g. social and communication skills, teamwork, assertiveness)	▪ Improved teamwork ▪ Increased communication ▪ Improved pro-social ▪ Behaviour ▪ More open to people from diverse backgrounds ▪ Positive peer relationships ▪ Enhanced leadership	▪ Leadership ▪ People management and teamwork ▪ Influencing ▪ Communication
Self-management skills (e.g. reliability)	▪ Motivation, commitment, resilience ▪ Increased life skills	▪ Innovation and entrepreneurship
Competences in initiative and delivery (e.g. planning, problem solving, prioritising)	▪ Critical thinking skills ▪ Planning, decision-making ▪ Developed and focused career aspirations	▪ Change management ▪ Project management ▪ Decision making ▪ Time management

Some of the individual features to succeed pointed out by EU Commission plan are:

1. 'The development of personal skills such as: having confidence in oneself and self-esteem' (p. 22).
2. 'The development of interpersonal skills such as: enhanced communicative and collaborative social skills' (p.22).
3. 'The development of managerial skills such as: organization and critical analysis' (p.22). and;
4. 'The capacity in taking an initiative and deliver that message for example, prioritizing, planning, finalizing, etc.' (p. 22).

Tools for informal learning are available in multiple ways. For example, engaging in a youth center or organization to enhance entrepreneurial skill. The interaction between individuals allows the connection with the community. This connection can also enhance the link between social enterprises and local businesses. Being an active citizen enables many benefits, among them the opportunity to be responsible and initiate a new project.

Another important attention should be given to young individuals who are unskilled and disadvantaged. Proper attention enhances the chance of increased social skills. An instructor should find a balanced amount of control. Children do not want to feel like they are in someone else supervision.
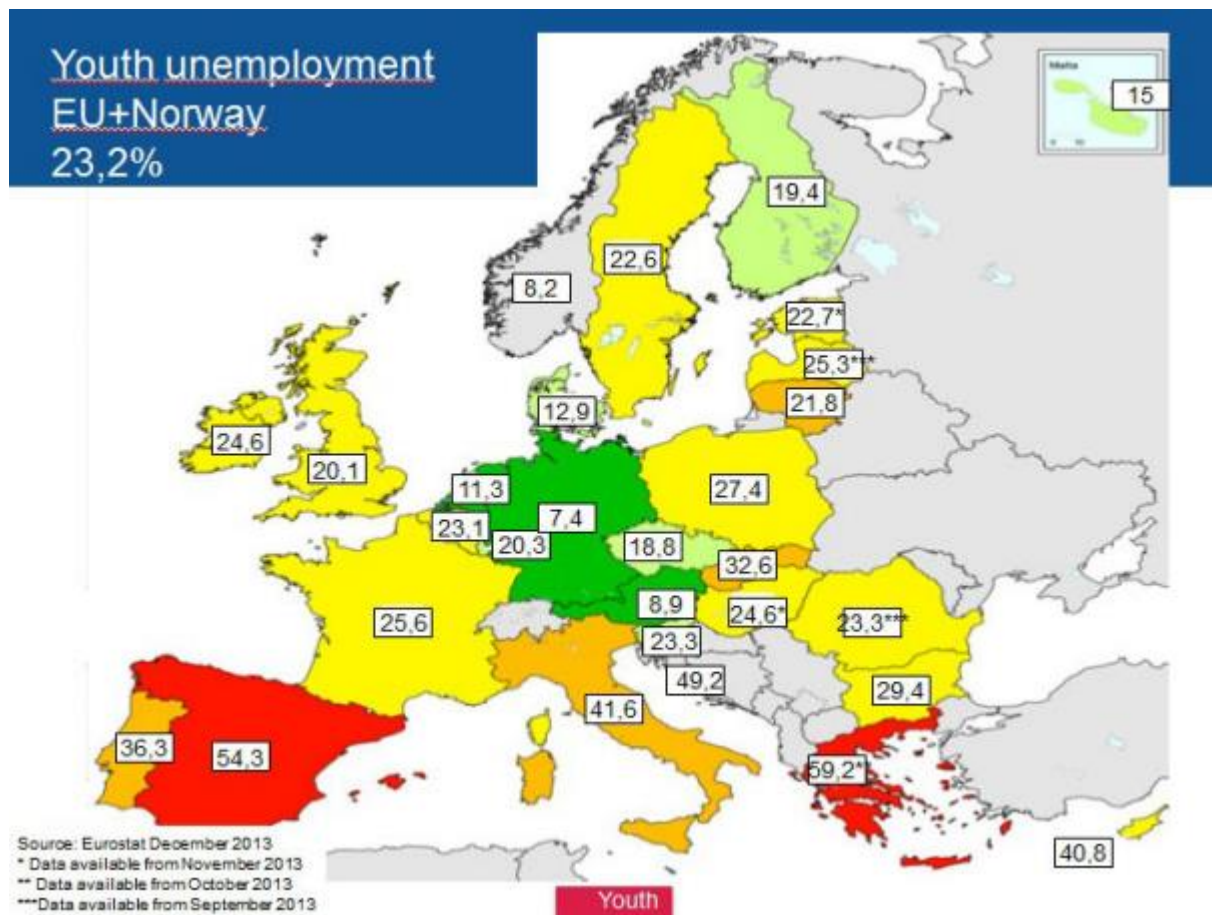
Figure 1. 'Distribution of unemployed young people around Europe' (EU Commission, 2013).

The 2020 Europe plan, is designed in a way that includes and initiates young people to be active citizens, be autonomous, expand their learning process, and feel socially included. European Union has also made a close negotiation with the Middle East and African countries and they came up with adopting the high amount of policies. However, being an individual who has no training, no education, and isn't employed can damage the overall economy. Hence, the recent youth strategy of European Union promotes volunteering opportunities in order for NEET (not in education, employment, training) individuals to gain a new set of skills such as leadership, soft skills, communication, and taking initiatives.

Education to Employment: Designing a System that Works McKinsey Centre for Government has concluded in 2012 that:

> 'One of the things we learned in our research is how highly employers value soft skills. But they are harder to define, distill, or express … Part of the reason is that soft skills encompass such a wide range of concepts, from personal characteristics confidence, temperament, work ethic to social and cognitive skills communications, problem-solving. As a result, the term means different things to different people … For example, when we spoke with managers from a hospitality company regarding their expectations of teamwork, they told us the focus was on whether their employees possessed tolerant attitudes that are important in interacting with a wide range of guests. Asked the same question, an engineering executive singled out the extent to which the employees were able to work and think in cross-functional teams. Same concept - same words - two very different interpretations.' (EU Commission, 2013: p.15).
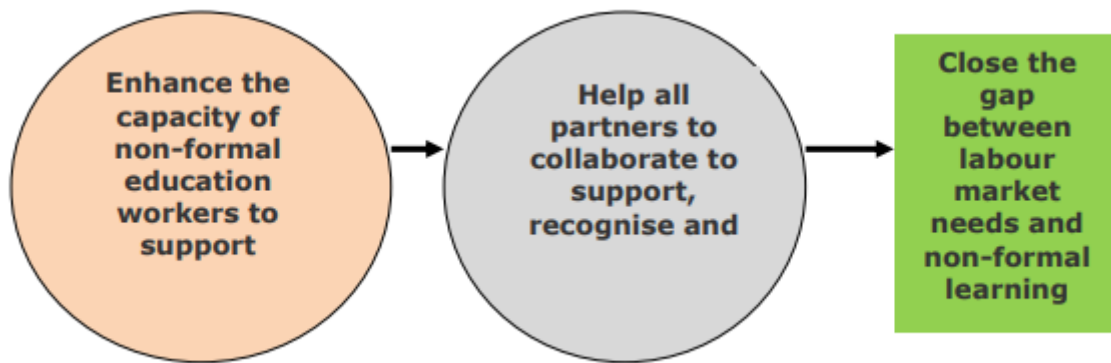
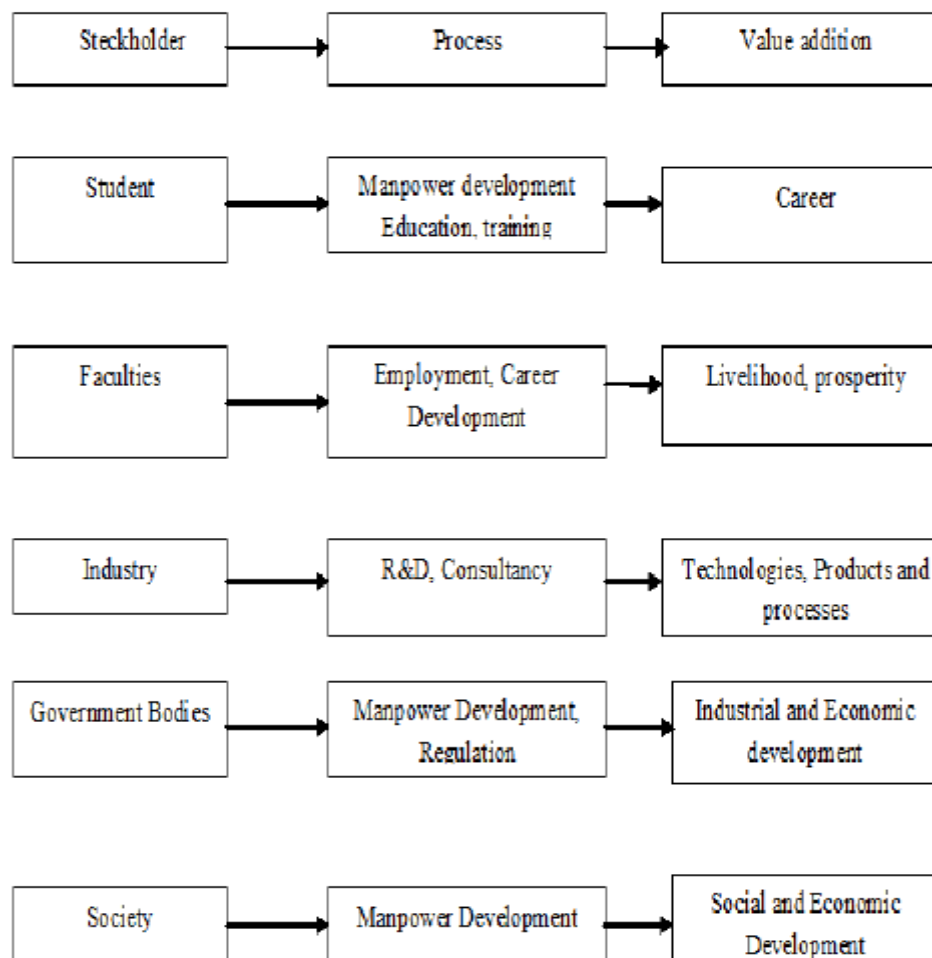Figure 2. 'Elements of a framework for enhancing innovation and creativity' (EU Commission, 2013).

Figure 3. 'Stakeholders Relationship' (EU Commission, 2013).

This is a picture that explains the relationship between a stakeholder and a random student studying in engineering. This explains how every step is interconnected with each other, and that every prior step leads to new results. Education is supposed to train students for their career development. As OECD Council for Ministerial Level in Paris puts in its own words: 'Some young university graduates face difficulties moving into paid employment or find themselves in jobs where they are under-employed and may, in turn, crowd out lower-skilled youth. Their disappointment and frustration, having been told that higher education is the path to success, is magnified by the cost of their additional years in education and the burden of student debt' (EU Commission 2013). What is even more concerning is that even those young people who just graduated and are trained, are on the list of unemployment. In 2013 a total of 5.5 million people that live in Europe were unemployed. Meaning that the unemployment rate increases from the following years. Also, 70% of those immigrants who come into EU countries are less likely to find good stable jobs than the actual young people who live in that particular nation do.

2.2.2 Marginalized and Disadvantaged young people

Informal learning is a key element when it comes to disadvantaged young population. Whenever people come from different cultures their willingness to learn cannot be taken away. Thus in if referring to a general approach, nationals should regard immigrants as a valuable asset, no problems, and share their level of creative capacities. Only by making young people that come from another country feel like they are home, we can move forward both socially and economically. Nevertheless, in 2012 Youth Unemployment Package (YUP) was ratified by EU Commission. This plan ensures that all young children up to the age of 25 to receive a good quality job, get proper training, and fund them to continue further education. In February of 2013, Youth Unemployment Initiative was created which gave away € 6 billion. This is the amount that aims to cover the financial and psychological burden. Sometimes this capital is being wasted and misunderstood. Hence, in response to this there are several consistent messages by the EU Commission which are:
Well-tested, reliable pathways through education and training to secure employment no longer exist as an easy, certain passage to quality employment.

1) 'There is a significant mismatch in the ambition of those gaining employment, from the job they get to the vision of what they wish their job role could be' (EU Commission, 2013).
2) 'There is a huge emphasis on multi-agency co-operation. This emphasis recurs in all analysis, but is very short on actual good practice – whether by institution, sector, employment services, or skill training agencies' (EU Commission, 2013).
3) 'The OECD PISA data is the benchmark for research regarding the 'failure' of formal education to deliver skilled school-leavers and graduates as employment ready' (EU Commission, 2013).
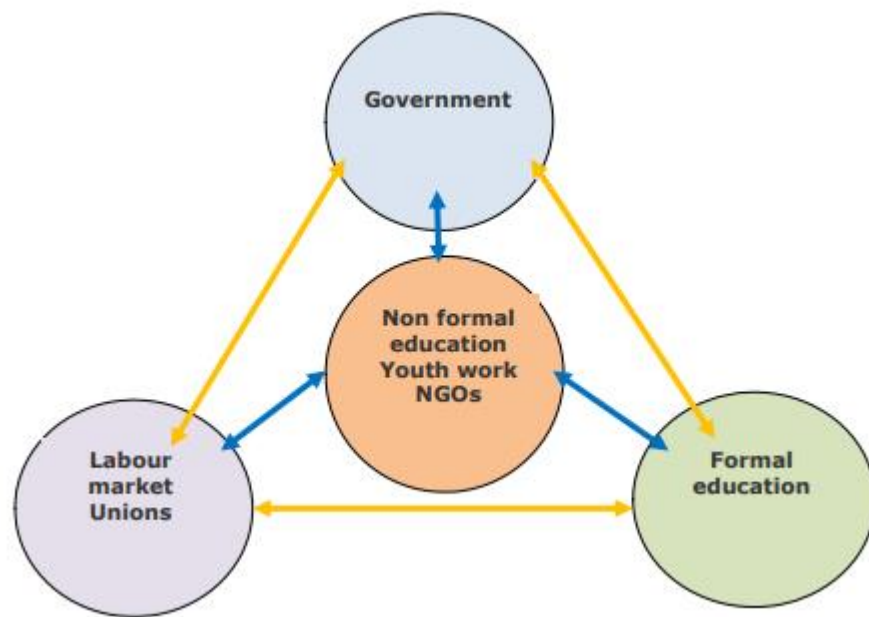
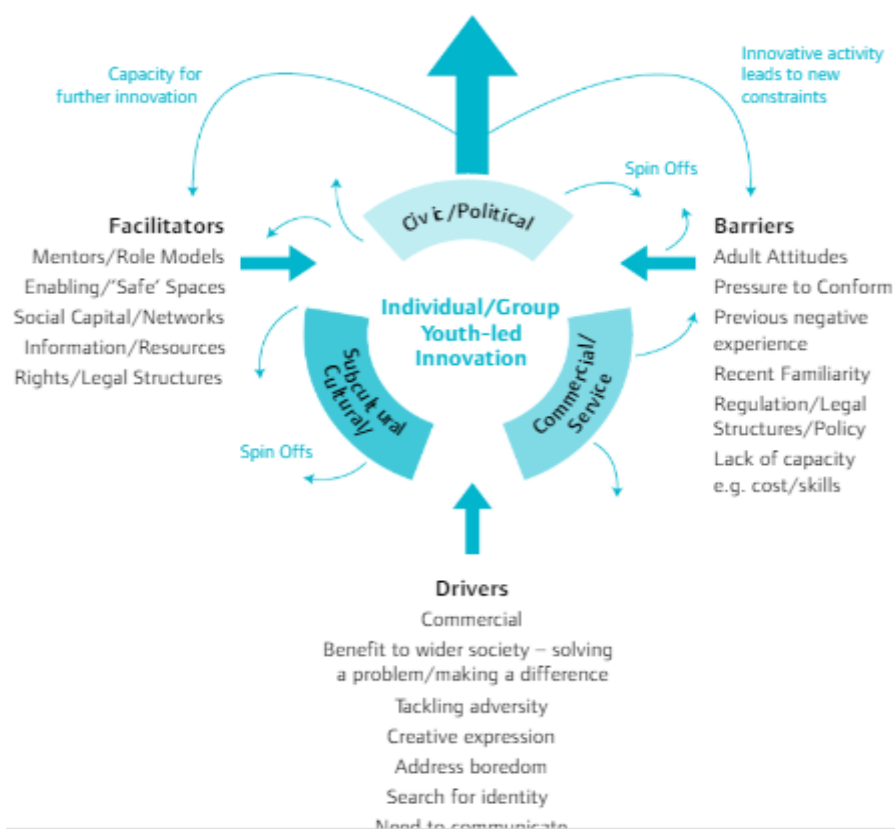Figure 4. 'Developing Partnership between Sectors' (EU Commission, 2013).

FIGURE 5. 'TOWARD A FRAMEWORK FOR YOUTH LED- INNOVATION' (EU COMMISSION, 2013).

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"Investing in Youth for a Sustainable Future"

Stream: **Arts**

YOUTH IN ART MEDIATION

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ABSTRACT

The understanding of art as a collaborative work of an artist and a viewer was claimed by the artists and art movements of the 20th century. Contemporary art tends to continue the tradition of involving a viewer in the understanding and improvement of an art object, which is why a role of the audience should deserve more attention. However, an amateur museum visitor might be confused facing contemporary art which is still regarded as an incomprehensible and extraordinary entity. In the light of which such role as an art mediator is believed to be an essential one in order to facilitate a reflection on art, sharing and expressing ideas and emotions. The concept of art mediation is analysed in the works by D. Malikova (2015) and K. S. Makarova (2017). Despite the fact that art mediators are welcomed to be people of all ages and different backgrounds, it seems to be relevant that youth should particularly be engaged in this practice. Encouraging the younger generations to be art mediators is beneficial for both, audience and art mediators themselves. This paper provides a short review of the existing art mediation programmes in Russia and reflects on the current age differentiation in two of them, introduced in Moscow and Nizhny Novgorod. Due to the lack of quantitative data this study is based on the case analysis and personal observations which were gained during the engagement in the art mediation project of the National Center of Contemporary Art Arsenal in Nizhny Novgorod in 2017. The paper reflects on the issues of the low level of youth involvement in art mediation and outlines the benefits different sides would gain from encouraging young people in the new practice of communication with the museum visitors.

Keywords: art, art-mediation, contemporary art, museum, youth

INTRODUCTION

Since the 20th century art is understood as a collaborative work of an artist and a viewer. The pioneer of this attitude was a DADA artist Marcel Duchamp who expressed his stance in his statement "It's the viewers who make the paintings" (translated from Duchamp, 1976, p. 247). Whereas in Vanitas, for instance, paintings could be understood in the only correct way based on the symbols and their meaning, there is no correct or incorrect understanding of a contemporary art object. Nowadays, it is the viewers who contribute to the art by reflecting and interpreting.

However, despite the actual principle of the Vienna Secession "To each age its art", a viewer of the contemporary art might experience difficulties in understanding it. What we observe today is the conflict between supply and demand, speaking in economic terms. As one of the most influential factors of our life, time defines demand and produces supply. In case with contemporary art institutions, supply and demand are not equal. The modern museums face a challenge to provide relevant content for the contemporary audience on the one hand and to be understood and accepted by this audience on the other hand. That is to say, museums provide the public with a certain quality of art objects (supply), for which the audience is not ready yet (demand).

For this reason a discussion is required which would help a viewer to approach an art object, to reflect on it, and, therefore, to be closer to the art. This is not as simple issue as it might seem to be. The traditional type of personal communication with the audience at an exhibition is a guided tour provided by the professional museum guides. Within the context of contemporary art it is no longer effective.

First of all, guided tours and any types of additional materials are based on the explanatory work, whereas there is little to explain in contemporary art. It is rather inexplicable, sensual, controversial and ambiguous. In 1968 in his interview, Marcel Duchamp commented on the idea to provide a text for his work *The Great Glass* as follows: "...you cannot ask the public to look at something with a book in his hand and following sort of a diagram as explanation of what he can see on the glass. So, it's a little difficult for the public to come in to understand it, to accept it" (Duchamp, 1968). This statement both, repeats the idea that an art object cannot be fully explained and highlights the necessity of the viewer's reflective work on the object observed and his personal involvement.

Moreover, a guided tour is not a discussion but an one-way communication. There are even two presenters: an artist embodied in his/her art object and a guide. A viewer, who is a receiver in this communication model, does not provide any feedback though, except for some questions posed. In this case a viewer has no opportunity to express his/her thoughts and remains in confusion caused by the extraordinary work of art. For this reason, art mediation is introduced.

The definition of art mediation might be extracted from the term's inner form: 'to mediate art' means to transmit a message, to create a dialogue and connection between an artist, his/her art object and a viewer. D. Malikova highlights that the term 'art mediation' has no fixed definition. The practice might be adopted in certain museums by the name of museum education, audience development or art education (Malikova, 2015). They are used as synonyms for art mediation.
According to the review of academic papers and museums announcements, art mediation is as a quite new invention of the recent ten years which becomes a certain trend at present. It is difficult to identify the very first occurrence of this phenomenon taking into account its variations and a broad geographical scope of the museums and centers around the world. However, some outstanding precedents can be traced and even should be followed. They are hold for instigators and trend setters, are widely discussed in academia and museum environment. For instance, the first experience of art mediation in Russia has taken place in 2014 on the biennial of contemporary art *Manifesta10* in Saint-Petersburg. That event with its art mediation programme invented was a starting point for the further art mediations throughout Russia. Its followers were other Russian institutions developing their art mediation projects, among which are *The 4th Ural Industrial Biennial of Contemporary Art* in 2017 and the *School of Art Mediation* in the NCCA Arsenal Nizhny Novgorod, 2017. Some museums have already introduce art mediation on a regular basis. The examples are the Garage Museum of Contemporary Art in Moscow and The Central Exhibition Hall *Manege* in Saint-Petersburg.

The key idea of art mediation is to engage a museum visitor in a dialogue and to elicit his/her thoughts concerning the art object observed. This requires from an art mediator both, strong communication skills and professional knowledge. In contrast with museum guides, art mediators cannot prioritize the two requirements as they are on the same level of importance. Therefore, a professional museum guide with relevant knowledge and considerable experience who lacks social skills would no longer have an advantage over an approachable but inexperienced person with a high level of communication skills in the selection of an art mediator.

Thus, this issue leads us to the question of the age differentiation among the art mediators as lack / wealth of experience are directly related to the age. It should be emphasized that neither this discussion nor hiring art mediators implies age discrimination. On the contrary, diversity among the mediators is and should be highly appreciated. Everyone is welcomed, including young generation which might lack some professional knowledge in the field of art or an experience in public speaking but can make a

significant contribution to the establishing friendly atmosphere with a visitor in order to give him/her an opportunity to reflect on a piece of art and to achieve the two-way though provoking communication.

Moving to the question of age and maturity of art mediators the terms and definitions are to be clarified. The Concise Encyclopedia of Sociology defines youth as "a socially constructed life phase between childhood and adulthood: a collective experience shaped by culturally and historically specific social structures, age-specific institutions, and societal expectations" (Ritzer and Ryan, 2011, p. 699). What in this definition is still unclear is the age range of youth. It varies according to the classification and to the approach. As the concept of youth has cultural and historical foundations, the definition might differ from another one due to the culture where it is defined.

In a global context, it is relevant to mention the definition of youth provided by the United Nations, which summarizes the understanding of youth in several UN entities and regional organizations. "The UN, for statistical consistency across regions, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States." (UNESCO official website). So, in this paper by youth is understood an age group between 15 and 24.

The title *Youth in art mediation* implies involvement of youngsters in the process of art mediation and might be paraphrased as 'youth as participants of art mediation'. However, the type of this involvement is still not determined: youth as art mediators or youth as museum visitors on art mediation? Even though both issues are worthy to be discussed, this paper is mostly focused on the young art mediators and aims to reveal the possible obstacles and benefits of their involvement in the topical practice.

Whereas it is possible to trace some institutions applying art mediation, it is yet impossible to do a statistical research concerning the age differentiation among the art mediators due to the lack of data. This discussion is based so far on a case study. The sources of information extracted are two public interviews hold by the Internet journal *The Village* with the art mediation supporters of two museums: *NCCA Arsenal* in Nizhny Novgorod (*Arsenal*) and *Moscow Museum of Modern Art* (*MMOMA*). A qualitative analysis is also based on my personal observations of the art mediators activity in the *Arsenal* from May till July 2017, when I was honored to be one of the mediators at the exhibition *A Consumer's Dream,* dedicated to the reflection on the Soviet reality.

Polina Sporysheva, curator of the educational project School of Art Mediation in the NCCA Arsenal, claims that students of the Humanities were the exceptions rather than the rules in the art mediation campaign 2017 (Grigoryev, 2012). By students should be understood not only professional background but also the age.

Anna Panfilets, curator of the V-A-C Foundation public programme, supported the art mediation programme on the basis of the MMOMA. She commented on the socio-demographic profile of the applicants and the participants selected: "In January we had 40 students admitted. … There was no maximum age limit to apply. In our team we have two 17-year-old school students but they will be adults by the start of the project. At the same time there is one person over 60. But the average age range is between 25 and 30" (Nilov, 2018).

Taking into account that youth is defined as an age group between 15 and 24, both cases demonstrate the law level of youth participation in art mediation. People after 25 are mostly involved. This might have happened for a number of reasons, among which would be a youngsters' social immaturity, lack of time due to the strict study schedule and, probably, a distant attitude towards art mediation itself. The latter reason draws our attention as it is related to the social perception of art mediators.

It was already mentioned that a traditional and common communication pattern in a museum is represented in a guided tour. A guide is perceived as an experienced professional. An art mediator is, in turn, a new invention of the art world which is not well known and understood yet by the society.

They are still associated with a guide, which may discourage young people from applying. This confusion and lack of understanding among people from the nonartistic world cause a conservative and detached attitude towards art mediation itself, which is why the careful promotional work of art mediation courses by the museums is essential. In this regard youth should be encouraged in application and participation as art mediators without hesitation due to the lack of experience or appropriate knowledge. It should be clarified for young people that either in the application process or in the work itself, they would not compete with the highly qualified adults who, in their point of view, are more likely to be hired. Therefore, a museum takes a great responsibility not only for teaching and training art mediators but also for creating the appropriate image of an art mediator in the society.

There are several arguments why youth is to be encouraged in art mediation. The benefits of youth involvement in museum life as mediators should be classified into three branches according to the subjects who benefit: a youngster, an artistic institution, a society.

The benefits for the person who mediates are comparable to the benefits from any internship, work experience or project participation in general. They include gaining communication skills (or upgrading the existing ones), gaining better understanding of contemporary art and a valuable work experience. Personal evolving is also of great importance. Additionally, a non professional in art becomes closer to the art world, gaining a broader scope in this field during the training course and lectures on the art history, for instance.

An institution encouraging young art mediators would probably derive no specific benefit from it as it is a diversity among people in their age, background, knowledge and interest that is beneficial. Although, in terms of marketing and museums positioning in the society it is of great value to provide youth with project works and offer them involvement opportunities. That is to say an institution appears as a socially-oriented one.

Finally, it is a society who largely benefits from the youth involvement in art mediation. First of all, a cross-generational exchange between a viewer and a mediator is established. Second of all, a fresh look is expected from the young generation. Following the logic of the Secession principle, the younger – the closer to the contemporary art, consequently, the more beneficial for an art mediation which is lead in an unusual direction by a young art mediator.

Moreover, the relevance of the young art mediators may increase in a particular context and at the certain exhibitions. One of the examples would be the exhibition *A Consumer's Dream* in the *Arsenal*. That exhibition on the Soviet daily routine has demonstrated that lack of some history knowledge can be helpful for the art mediator. As this factor guarantees that the mediator will not digress from the mediation mode to the telling mode, thus providing an opportunity for a viewer to express his/her opinion.

The uniqueness of that case consisted also in the fact that an older generation born or raised in the Soviet Union demonstrated a tremendous excitement at the elements of their personal past exposed. The public aspired to share their memories, feelings and emotions, which is the main aim of art mediation. An art mediator was supposed to keep the discussion on track by posing the certain questions and eliciting not only emotions but also ideas concerning the new conceptualization of the exhibits at the contemporary art exhibition.

To summarize, it is to say that with the transformation of art we observe the transformation of museums according to the new demands and challenges of the epoch. A contemporary museum is an open to dialogue public space, where a communicative approach at an exhibition becomes nowadays a central one. Art mediation is exactly suitable for this purposes. However, due to the novelty and extraordinariness of the practice it is not understood yet in a society. A young generation might be discouraged from applying for an art mediator project associating this with a traditional job of a museum

guide. Therefore, the implementation of art mediation in any institution should also plan the positioning and promoting the concept of art mediation itself. Youth involvement is beneficial for different parties.

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DO YOU SEE? DO YOU HEAR? EXAMINING COLLABORATIVE METHODS IN CO-CREATING SONGS WITH YOUNG PEOLE

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ABSTRACT

By examining the different ways that young people engage with a new creative process this paper takes examples from *Do you see? Do you hear?*-a co-created song cycle commission by Birmingham Contemporary Music Group (BCMG) and RSA Academies, led by composer Michael Betteridge - and outlines a new methodology for categorizing different forms of collaboration in songwriting. In particular it examines how young people collaborate when working with a composition 'leader' – an individual tasked with bringing a diverse range of voices and experiences (musical and otherwise) together in a cohesive artwork. In this paper a simple, but open, creative process for songwriting is detailed before four different examples of collaboration are presented: active/intentional lyric/thematic engagement; active/intentional musical engagement; incidental lyric/thematic engagement; and incidental musical engagement. Illustrations, both audio and visual, as well as evidence from the composer's notebook demonstrate the different ways these collaborate efforts are documented, and examples from the finished artwork also shared.

Keywords: collaboration, composition, young people, songwriting

INTRODUCTION

This paper looks at the processes undertaken in creating the work *Do you see? Do you hear?* a 50 minute song cycle [a collection of songs] for massed young voices and piano. The work was commissioned by RSA Academies – an organization that extends the social and education programme of the RSA (Royal Society of Arts) through training and networking opportunities for their seven schools and their staff, as well as high level artistic opportunities for its pupils. My role was to visit each of their seven schools and engage with a selected group of young people to co-create songs that reflected each school's ethos and personality, but also to find similarities across the whole family of schools. The young people co-creating the songs would also perform them. My role between January and July 2018 was to lead them through this process, create a 'unified' musical work that responded to the RSA Academies' brief, and to rehearse the young people ready for performances in their local areas, but also for a large scale performance at the CBSO Centre in Birmingham.[92]

1. AIMS OF THE PROJECT

My two main aims for the project were:

- To create a work that was musically unified (not just thematically unified);
- To create a work with a high degree of collaboration between myself and participants.

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[92]Collaborative music making processes vary drastically across Europe and the world with each country/region being impacted by policy, funding and history. For more information about the context of collaborative music making with nonprofessionals and young people in the UK, as well as current trends and practices *Beyond Britten: The Composer and the Community* is a good place to start.

To this end I was also interested in the different ways collaboration happened throughout the devising and rehearsal process. In what ways can the ideas of collaborators be a source of inspiration? This paper will look at the second main aim of the project.

2. THE PROCESS

My devising process involves firstly the creation of lyrics. I would facilitate conversations based on theatre and creative writing games. The topics of conversation centre around the role of learning in their lives, but also what their future aspirations were. All these ideas were next populated on a mind-map. Figure 1 shows ideas from one school on the subject of 'In my future I will…'

We then, in groups, collate the best ideas into a short set of lyrics, find a rhythm to these lyrics and then compose a melody. As we follow this process I make sure I am modeling what each step of the process at every stage to give participants an idea of the skills and ideas needed to fulfill each step.[93] [If you are interested in my devising processes we can talk further, but for time and space I won't go into detail here]
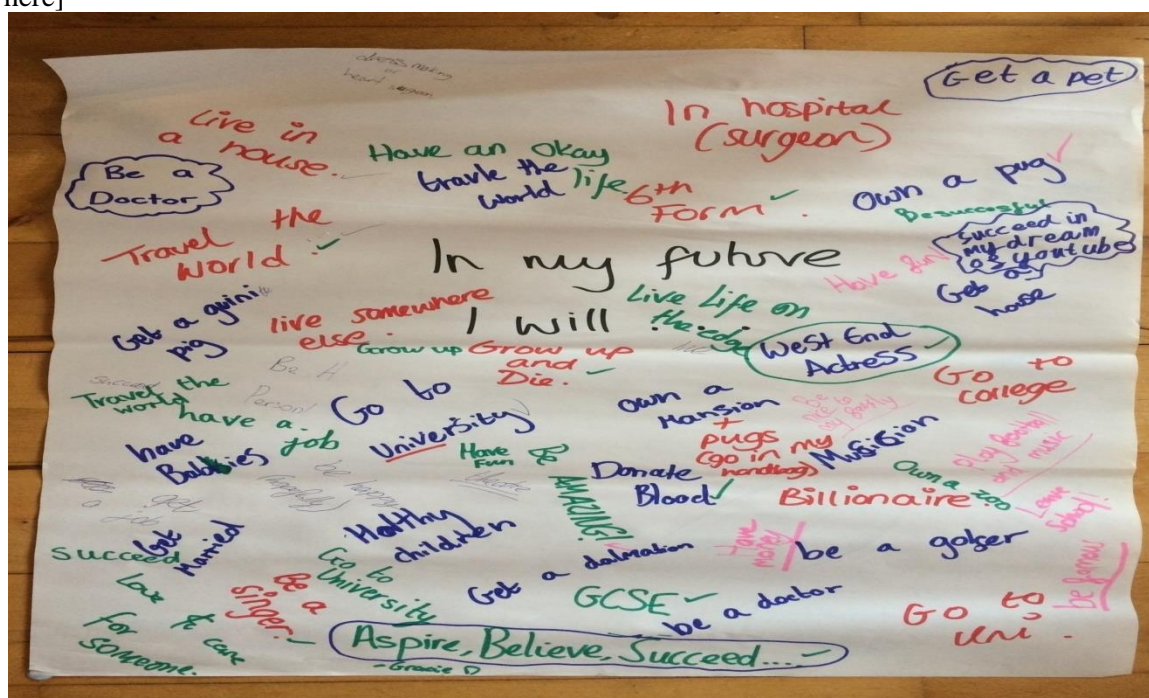

Figure 1. A mindmap from one of the schools in which young people have written what their aspirations are. Where an idea has a tick or a circle around it, it indicates that another young person agrees or has a similar outl

3. CATEGORIZING COLLABORATION

From this project I have analysed four main types of collaboration:

1). Active/intentional lyric/thematic engagement - a participant or participants share an idea or phrase they actively intend to be included as a lyric;
2). Active/intentional musical engagement - a participant or participants shares a rhythm or melody or series of pitches they actively intend to be included as a musical idea;

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[93] This is a quick summary of my process for devising – there is a lot of detail that is removed here for time and space reasons. Please get in touch if you want to know more.

3). Incidental lyric/thematic engagement – a conversation outside of the 'formal devising process' forms a stimulus for work;

4). Incidental musical engagement – an improvisation or musical offering that happens outside the formal devising process.

I'm using the term 'incidental' here to mean work that occurred away from the formal devising process and was not an intentional contribution to the collaborative process.

3.1 Active/intentional lyric/thematic engagement

This is the most common type of collaboration as creating text is often much easier than creating musical ideas. Also the process I use means that we focus on text first to inform our musical choices and therefore will usually produce more text than musical ideas.

You can hear in the audio file how some of the ideas in Figure 2 ("no guns, bombs or nukes" and "robots will get our work done") feature in one of the verses of one of our songs [See audio example 1].[94]

These lyrics were part of the formal process and were offered by participants in the knowledge it could be used in the final artwork.

3.2 Active/intentional musical engagement

During the formal devising process in one school a small group of young people added a rhythm to their lyrics. Their musical idea consisted of breaking up the words and adding rests (Figure 3) [Audio example 2].[95]

This later featured as a chorus in one of the songs [Audio example 3][96]

Again, like before, there was intentionality behind this idea. The young people in question were actively contributing to the devising process.

3.3 Incidental lyric/thematic engagement

In my first workshop with my first school a young person very passionately described how they were told they could not aspire to go to University of Cambridge because of where they lived. This was a conversation away from the formal devising process during a break.

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[94] https://bit.ly/2QxmyI2
[95] https://bit.ly/2Ojq1bo
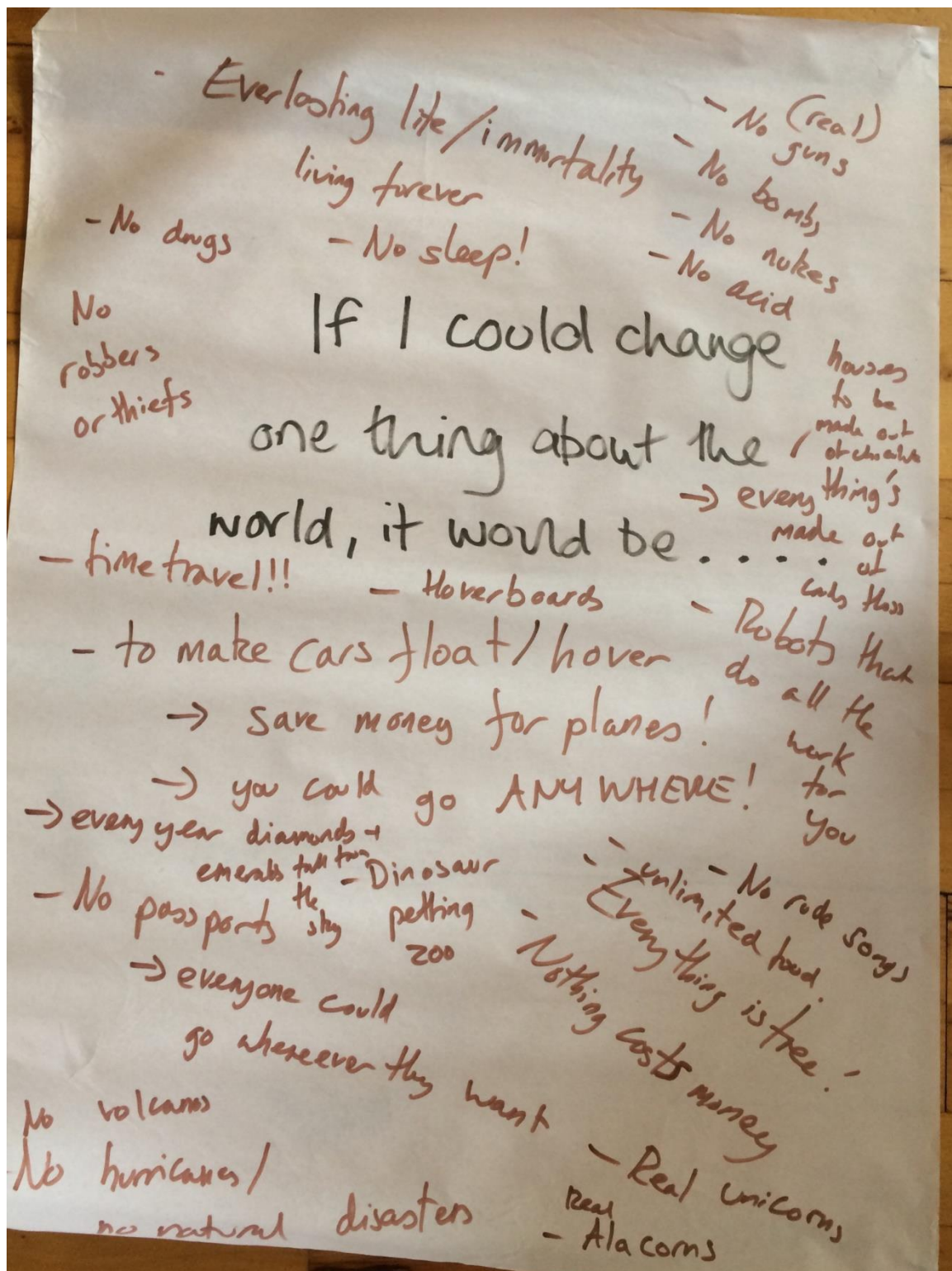[96] https://bit.ly/2p4zSqR

Figure 2. An another example of a mind-map. This particular mind-map was created with younger children (aged 8 – 10) and was facilitated by an adult.
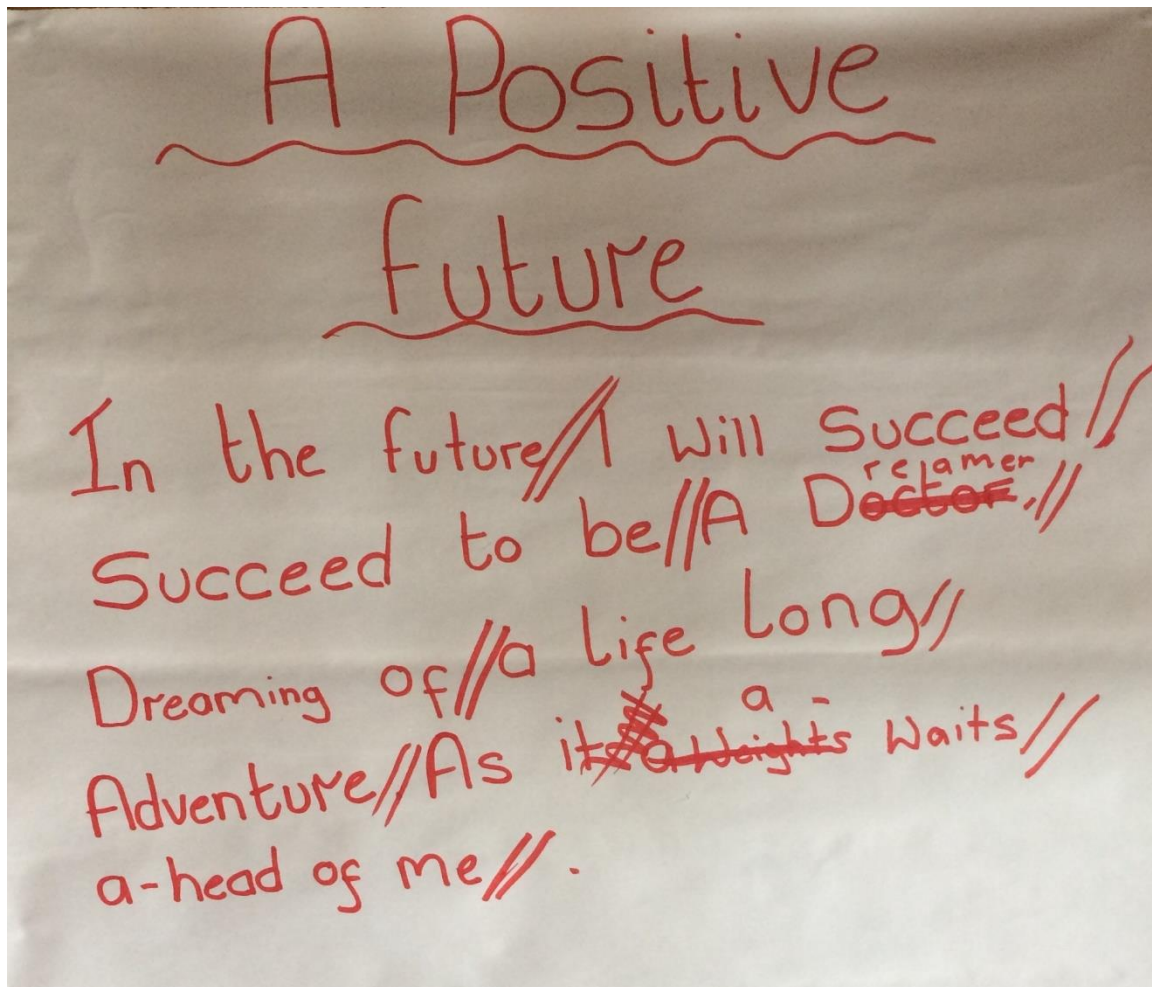
Figure 3. Lyrics from a small group of participants in which they had notated a musical idea alongside their lyrics.
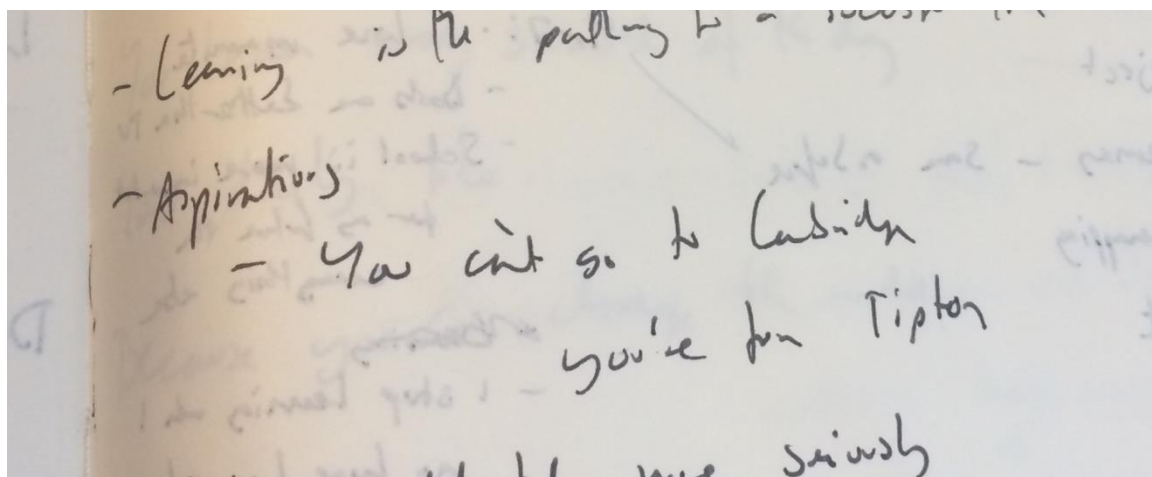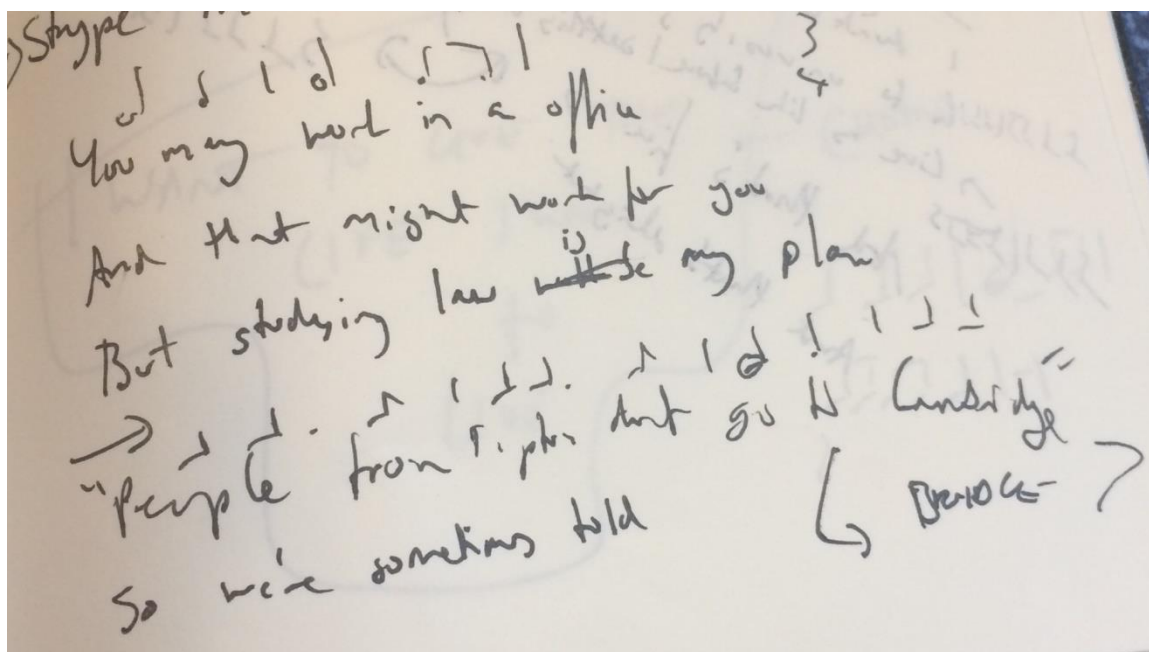

Figure 4. Image from my notebook – Jan. 2018

Figure 5. Image from my notebook – Feb. 2018

These are photos from my notebook where I plan my sessions and write notes during workshops. The first image is from the first workshop and the second is from the second workshop. You can see how this idea came up more than once throughout the process and was a key theme in conversation.

You can hear how this was developed into the bridge/middle 8 of this group's song [audio example 4].[97]

Whilst fully aware that they were involved in a workshop, the conversation was not considered part of the formal devising process and therefore, I suggest, not intended to be a part of the final artwork.

3.4 Incidental musical engagement

This is the least likely type of collaboration, however it does sometimes occur, most often when working with teenagers who might improvise or perform something to amuse their peers. Only one example of this occurred throughout the whole process and hasn't been captured due to the spontaneity of the moment. In the beginning of one of the school's songs several musical ideas are layered on top of one another, however the last note in this layering was unusually high for the group in question. They were all capable of singing in this register, but had a preference for singing lower. I decided to include it to showcase the vocal range of the performers.

- **Selecting material**

There is no strict rule for what musical or lyrical material made it into the final artwork. In any creation of any collaborative artwork, especially music, there are so many different elements that need to be considered and therefore it is impossible to come up with a 'checklist' or hierarchy of ideas. However here are some elements I take into account when selecting material for use:

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[97]https://bit.ly/2x5l5QY

- Textual themes and whether this fit into the wider aims of the project, also ensuring that different groups of participants have bespoke themes and music;
- Potential for harmonic development/interesting accompaniment;
- Interesting rhythmic material;
- Interesting melodic material;
- Participants' commitment to an idea and confidence in an idea;
- The value a participant may give to a particular idea;
- Choosing fragments that have been created with involvement from the most participants;
- The capability of stretching the participants' exposure to different musical styles and challenges as a vocalist.

This loose criteria mixes musical and creative outputs with social and democratic outputs.

4. INVESTING IN YOUTH FOR A SUSTAINABLE FUTURE

Whilst the mission of the project was to "strengthen shared mission and purpose in RSA Academies" this was not my aim for the project. The educational landscape of the UK is evolving to focus on more 'traditional subjects' and diminish the role of arts in the national curriculum.[98] This means we are seeing less diversity, and less representation of British people, in the arts, as fewer pupils can access a solid arts education.[99]My role as an artist is not only to broaden the musical and artistic horizons of as many young people as possible, but use my skills, privilege, and position to use the arts as a tool for social change and empowerment. *Do you see? Do you hear?* gave young pople the chance to voice their concerns for the future in a safe environment through the power of artistic collaboration. Hopefully this will in turn empower the young people to explore the arts further, but also feel confident to use their voices for change.

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SKOPJE GRAFFITI - ART MOVEMENT

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[98] "Many teachers reported 'teaching to the test', narrowing of the curriculum and increased pressure and workload as a result of statutory assessment and accountability. Although Ofsted is required to monitor whether schools are teaching a broad and balanced curriculum, reports suggest there is often too strong a focus on English and maths teaching." Parliament (2017) pg.18

[99]Needlands et al (2015), pg. 32

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ABSTRACT

The main aim of the research is to implement the graffiti art as a vision of urban environment and culture. The concept of the city as a visual impression has come to play a central role in the visual practices of a new generation of artists, for whom the city is their media. As an urban art, graffiti art is the best example where the artists show their way of art and emotions, on the same time make a better and attractive view of the city as well as to make a comment about social or political live in it.. Graffiti art is also part of urban architecture. Knowing the fact that with the new practices in visual art there are no limits in the visual expression, graffiti art is becoming a media where we can hear the voice of the author in a public space. In this case, the art is exhibited in front of wide audience. The position of the recipients standing in front of the public urban art, is to receive the visual message or aestetical satisfaction. Dealing with urban art, we are creating its own "mark" to the city, were we can understand the visual part, the content and the focused style. Each city has its own specific urban art style and appearance, as well as different urban graffiti character connected with the structure and the architecture of the city, which transfers the feeling to all of its citizens. There are variety of definitions that are describing the meaning of Urban or Street art, but in short terms we can point out that it is one of those movements which can be easily accepted by wider audience, with the prime reason that the artist brings the art in public in contrary from the traditional understanding of art promoting. The goal of the urban artists is not only to focus to design a visual expression that meets aesthetic needs, but also ideological, political, social etc. Skopje, as a part of those urban capitals, is also part of the public graffiti cities where mainly three different styles of graffiti are used. In this research the main emphasis will be lead to the analyses that describe the graffiti art in this city and the story behind.

Key words: graffiti, urban, art

INTRODUCTION

The etymology of the word Graffiti comes from the Italian language and it is the plural of the word "graffito" derived from the word *graffito*, which means "**a scratch**."

When it comes to graffiti where (the base of the medium is wall)would be considered as historical knowledge for this type of expression, that can be cave painting on Paleolithic on distinguished Altamira, Lascaux. The earliest graffiti was created prior to written language and the first drawings on walls appeared in caves thousands of years ago. "*Cueva de las Manos*" (The Cave of Hands), located in Santa Cruz, Argentina, offers one of the first fascinating ancient graffiti. This tradition also continued in Greece, Egypt, and Sumerian until now.

The subway graffiti in a New York is a phenomenon that differs from other graffiti's, both past and present. The history of modern graffiti is starting in the 1960's when teenagers started to write their names on their neighborhood walls, but instead of their given name, they choose nicknames, creating a public identity for the street. The most mention name of the pioneers in the modern graffiti is TAKI183;a youth who lived on 183rd Street in the Washington Heights section of Manhattan, but worked as a messenger traveling by subway to all five boroughs of the city. In his travel, he wrote his name everywhere at subway stations inside and outside using, a marker and eventually he became known all throughout the city.[100]

The art and visual science of graffiti began with tags on trains what is presented in the photography bellow. In the mid-1970s, the trains were completely covered in spray paintings known as "masterpieces."[101]

Figure 1.Subway graffiti New York 70'es

Getting more detail in the subject of graffiti art, it is inevitable to mention the name of the artist Keith Haring. Haring was born in 1958 in Reading, Pennsylvania. After his graduation from high school in 1976, he continued his education in Ivy School of Professional Art in Pittsburgh but at the middle of his education, he realized that he wants to draw freely and give up with his education. He started to draw cartooning skills inspired from the well-known popular culture around him as Dr. Seuss and Walt Disney. He started doing his art more in subway stations in order to show his art to bigger number of populations. Soon he realized that population started to interest with his work and continued doing his art in more bigger spaces like clubs, subways, downtown street and etc.[102]

Figure 2. Keith Haring in his art gallery room

Developing a classification of graffiti styles may seem a daunting task. Graffiti art has developed over several decades ago, but historical period is relatively short time for an art movement compared to other art forms. History of graffiti goes back to Paleolithic, Egypt, Roman times and so far, but these first murals scribbled on wall surfaces are not created with the same aesthetic idea like the contemporary graffiti. In the 20th century, graffiti are considered as an urban art form, but not by everyone. From the first widespread appearance in New York subway to buildings and walls around the city, graffiti had low reputation that often-provoked negative action by the officials. Some of the early graffiti masters were even incarcerated and persecuted for their work, which was pronounced as vandalism by political elites. From initial struggles to perhaps the most prevalent art form, graffiti developed in different styles following the initial dominant forms of tagging and throw-ups. Tags and throw-ups are the most basic forms of graffiti, which are the writings of the names of graffiti artists in highly stylized letters. Throw-ups are slightly more complicated than tags and include the use of more colors. Some of the first taggers in New York were TAKI 183 and SNAKE-I. Over time graffiti developed into more complex representations that pass the lettering and include figurative and abstract compositions. The quality of such images and their critical edge raised the importance of graffiti, and influenced their transition from streets to studios and galleries. Many of contemporary graffiti creative's now operate in both fields – they are still active on the streets, but the art market is now open for their works as

[1]Martha Chooper,Hanry Chalfnt, Subway Art,Art-Thames & Hudson, Landon, 1984, pg. 20
[2] Keith Haring: The Boy Who Just Kept Drawing Hardcover, 2017, Kay Haringpg. 12

well. Banksy, Lushsux, Shepard Fairey, and even the old-school taggers such as SNAKE-I now present and sell their works in galleries and auctions.

Old School– This art we can say that is the basic one and starting point of graffiti. It appears around 1970 and 80s. They are basic tags and throw-ups that are covered all over the city and subway stations. The artists SNAKE-I, TAKI 183, KIKO and DESA are the beginners of tagging and throw-ups by covering the entire city.

Wild style-For this style it is written that is difficult to read but attractive to look at. The purpose of this claiming is because the art itself is not readable and understood by everyone, and the aim is not to be understandable but to satisfy the aesthetic need.

Bubble–This typography art is created by the principle of rounding letters with combination of circled letters. This particular style is created with two colors, one in the inner site of the letter and second on the outline of it.

Abstract–In this style, the focus is concentrated on the art where there is no message addressed to the audience. The main goal is not readability but the aesthetic as it was in the wild style, but in this case is more focused on the art itself.

1. RESEARCH PROCESS THROUGH INTERVIEW COMMUNICATION WITH ARTISTS IN SKOPJE

1.1 Research Questions

Graffiti artists in Skopje are usually liberal and open to collaborate and spread their experiences in order to improve any kind of research. First, was made an interview with so called **HROM** (his nickname) graffiti artist, which is one of the pioneers in graffiti art in Skopje with, the following questions:

''What does graffiti mean for you''?

HROM: After 20 years of work, it is a daily ritual for me. Because I started working with graffiti unexpectedly and I had continued becoming professional and start living from this profession. I opened a Graffiti shop for colors, sprays and other artistic materials. We opened this Graffiti shop first to show people that we are not separating the graffiti and art with everything around us, we are working for the urban art. As a child, I was informed that graffiti was a rebellion to the society, but how I grow up and get more informed in art I understood that in the drawings you need to show yourself. In addition, people working with graffiti do communicate with other artists in a way.

'What inspires him most while drawing''?

HROM: I draw the letters H R O M from 2010, before that I was practicing other typography as well, for instance on 1996 when I started with drawing, I used more clues from films and words from music lyrics. At that time we were looking other prospect in this art, we do not had internet and the researches we were mainly discovering from the magazines from abroad. Now I see differences, I am writing my name H R O M and expressing the idea that I feel inside, *my game, my rules* I indicate the territory where I walk. Last years I started to work also some legal works like sketches, on drawings, works on media and so on.

''Why this art is not legal'' ?

HROM: This art is not legal because anyway we are scrolling on a public wall. At Ancient Greek times, graffiti were expressing emotions on walls; probably it was allowed to express yourself wherever the audience critics, but today we are living in specific time where everyone can complain why you are drawing on my wall. Somehow, population starts settle with this kind of art. Insomuch as they are

calling us to draw for them on their walls, but while doing graffiti in this way as *ordered* let me say is not the real graffiti

After completing our conversation with HROM it was also made an interview with **DRASH** (his nickname) with the following questions:

"What is graffiti for you"?
DRASH: He said the question everyone can answer differently, it is an individual opinion. People are looking and talking in one side graffiti and political messages and it is totally wrong, we as graffiti artists only use letters or our drawings with personal signature, in my case is Drash and I am using this letter, sometimes I write simple letters or to draw any character it depends on the budget. Because you are the financer and it depends on yourself. God forbid having a graffiti festival and someone else to finance us. If we say "why drawing" it does not have an answer. It is a moment of emotions and feelings, like a disease.

"Do we have active artists in Skopje?"
DRASH: We do not have too much active graffiti artists in Skopje. However, it depends sometimes and on the weather. Most actives we can say that are Drash and, SRK. We can say that SRK is most active one; the team named "OKS" consisted by three artists DRASH, SRK and MACK and are only having more thoughts that are similar. Our group OKS mean "Обединети Креативни Сили" which means "United creative forces".

"Why graffiti is not legal?"
DRASH: It is not legal in 90% of countries in the world but in some countries, they have some specific places where they can write or draw whatever they want but also that is limited.
Photographs of the graffiti's from HROM and DRASH in the following example:

Figure 3. Graffiti made by *HROM* in the city park in Skopje Fig 4 Graffiti made by *DRASH* made on a public wall.

1.2 Research Questions interview with the Macedonian photographer Robert Jankulovski:

Graffiti art in a way is raising the voice of the artist to take attention from the audience. This particular practice is dominant as well in the Capital of Macedonia, Skopje, mainly with graffiti tags and graffiti political messages. Every day, it is more remarkable the increased number of political messages and graffiti tags on Skopje walls. At the Contemporary Art Centre (CAC – Skopje) at September 2018, was the opening of the solo exhibition titled as: *Walls for you beautiful people* by the Macedonian photographer Robert Jankulovski. In his art project trough media of photography, he draws attention to the graffiti tags and political messages that exist since 1996 until now days in Skopje. At Jankulovski photography collection since the 90'es it is visible the dedication of the graffiti art in Skopje walls, used as a background for visual expression. Official photographer of graffiti art beside other, also with a political background.

"When did the graffiti first appear in Skopje"?

R.J.- Graffiti existed in Skopje even before 1996, but massively that popularity started between in the early 90-s. The first graffiti that I worked on was in 1995. On the radio show called "Slobodna Evropa" (Free Europe), I had an interview on the same topic. In 1995, graffiti stared to appear as a new wave in art scene. The graffiti were written, over-written, covered and before that, there was kind of graffiti art, looking more close to murals, icons, political messages for the former Yugoslav party but that kind of graffiti was rare and written in old fashioned way. In the middle of 90-s huge number of graffiti appeared on the streets of Skopje. Near the riverbank, the Stone Bridge, the Opera and ballet, at the Faculty of architecture, the City Park were places where graffiti were most frequently written and covered. There are also too many groups of artists but I was never interested to know them, I was only interested to photograph their art and use them as a background in my photography practice. There are people who are interested in the messages and people interested in street art photography.

"Whether political messages can be considered as graffiti?"

R.J. - If we take in consideration the graffiti in Europe and the graffiti in Skopje, we can define a big difference. Under the notion of graffiti, it means mean something which is "secretly", it is not approved, something which is not permitted. Now the mayors who finance artists for drawings, for them that is like a kinder garden game "now let's draw graffiti", that is something that is not real, it is irritate. It could be said that political messages are considered as graffiti. I stopped working around at the end of 1999 and stopped shooting photography of graffiti because our biggest political parties started to be involved. In addition, that started to be vulgar. Exactly graffiti overlaps with vulgarism, but at the same time, the arts in general began to be used for political campaigns as well. I had bigger interest on those textual graffiti's, because on those painted graffiti as we have on the Skopje streets, (not ordered ones) the ones which are created by real artists with their complete freedom in their art. I do not want to make their reproduction, but to draw attention on the way of communication between themselves. Regarding my work in the project *Walls for you beautiful people,* I was interested the graffiti issue and to show it. Many from a side claimed that this art is bad side of the city, but according me this is the real side. In my photography, I have not used news aesthetic; the focus is more on studio aesthetic. If we come to our main question are the political messages considered as graffiti, yes, they are, but not including the ordered ones.

"Do you think this kind of graffiti is art or vandalism?"

R.J.- Graffiti as a phenomenon that sometimes is declared as vandalism, in other cases like art. If someone from a side rush, your building that is vandalism. However, when an artist draws on those destroyed sculptures according to architects it is also vandalism, this kind of art cannot be considered as an art practice but it can be said that it is a background of that art. Graffiti can be part of the art but also, they do not have to be. We say that more artistic are those who are drawn as an art practice.

Fig 5: Robert Jankulovski, photo documentation from **Montazna Galerija**, *Walls for you beautiful people*, Skopje, 2018, the photographs between periods 1996-2001;

The main idea of the analyzing the graffiti in Skopje is to brief summarizing of the urban situation in the city, following the global trends of contemporary wall art. In the research were given three interviewees from the direct participants and builders of the urban era in Skopje. For this reason, the interviewees are written with free speech and slang of the street language that is in real correspondence with the visual expression of the graffiti art. From the interviews, it is realized that graffiti art is transferring the feelings and emotions to become visible practice, for the unexpected passengers and audience.

Developing a classification of graffiti styles may seem as a daunting task. From initial struggles to perhaps the most prevalent art form, graffiti developed in different styles following the initial dominant forms of tagging and throw-ups.

Research of the graffiti in Skopje shows that from the visual aspect most of them are in throw up style, which means that they are with bubbled letters. It is also realized that when, think about Skopje it is unavoidable to picture it without its street art. In order to compare and analyze, in the following it is shown some of the styles that dominate the streets of our capital city.

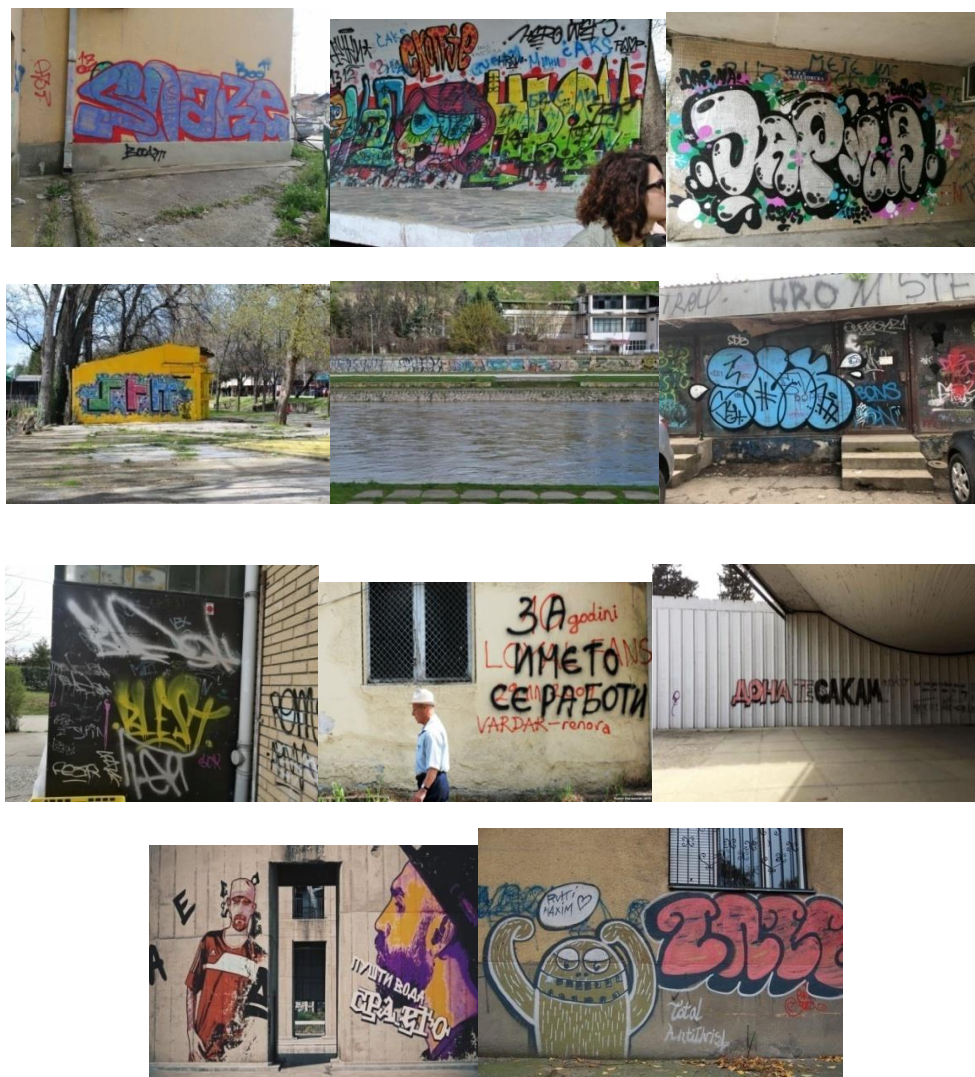This comparison is introduced in the following graph.

Figure 6. Graffiti photographs from the streets of Skopje

CONCLUSION

To sum up, in all social centers around the globe, from villages to big cities, Graffiti, either considered as vandalism, either as form of art conveys a visual or textual message. Graffiti is a free art with no rules. In Skopje, there is misbalance in political issue and that is reflected in everyday life in every segment and structure of existence and on walls of the city in form of graffiti art. In the other hand, there are also youths that are doing the art with use of letters, symbols, icons and etc. In this research, it is concluded that in Skopje graffiti's are divided in political messaged based ones and graffiti's with typographic letters. In most of the artistic graffiti's it is realized typographic letters and aesthetic symbols. People should understand that graffiti is not a vandalism it is only a way of showing the voice of intellectual mind, in the other hand it could be define like describing feelings and aesthetic visual language trough typographical symbols.

REFERENCES

List of Figures

Figure 1. Subway graffiti New York 70'es
Figure 2. Keith Haring in his art gallery room
Figure 3. Graffiti made by Hrom in the city park in Skopje
Figure 4 Graffiti made by Drash made on a public wall.
Figure 5: Robert Jankulovski, photo documentation from
Montazna Galerija, WALLS FOR YOU BEOUTIFUL PEOPLE, Skopje, 2018, The photographs are made between periods 1996-2001
Figure 6. Photographs from the walls around Skopje.